

Biennial Report

of the
Utah Schools for the Deaf

and the Blind

Ogden, Utah



1972-73

1973-74

Eighty-ninth and Ninetieth School Year

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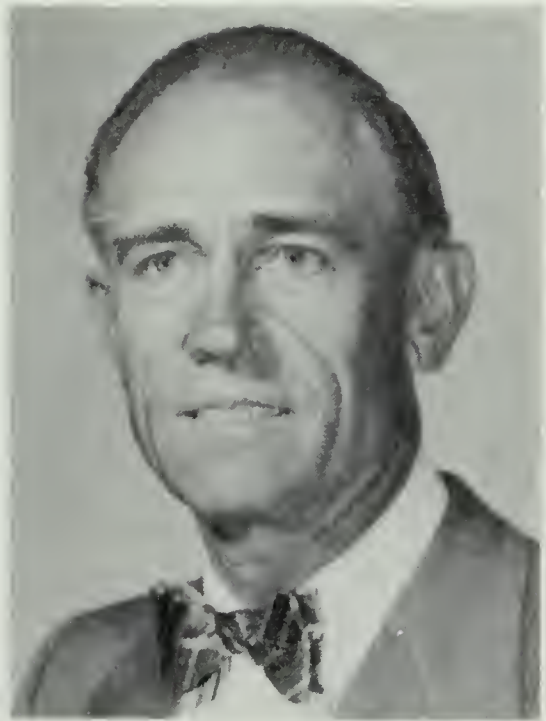
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Superintendent's Biennial Report

This report constitutes the 45th consecutive of its type, and is designed to briefly describe and otherwise acquaint the reader with the activities of the two schools during the two year period just concluded. Included are brief resumes of all divisions as reported by the division heads, including administration, instruction, student services (group living, health, and food services) in addition to the operation and maintenance of buildings and grounds. Its purpose is to reflect the existing programs, including those newly added during the past two years. Since there were no new physical facilities added during this period, contents are devoted exclusively to program description and update.

Of significant importance to the School for the Blind was the adoption of a new set of policies and guidelines by our governing body, the Utah State Board of Education. They were adopted at the strong recommendation of the Governor's Advisory Council to these schools. The policies and guidelines, which became effective December 8, 1972, launched a new era in direction. The majority of the new directives were implemented during the second half of the past biennial period.

Of major importance to the School for the Deaf was receipt of a Federal Grant in the amount of \$260,000 for the purpose of initiating a State-wide Program for Identification and Language Facilitation for Hearing Impaired Children - Ages Birth to 5 Years. This project, commonly known as "Ski*Hi," was authorized for a period of three years to be funded at the rate of \$60,000 the first year, \$100,000 the second year and \$100,000 the third year. The grant request was conceived and prepared by Mr. Thomas C. Clark, who serves as project director. The project provides a program for an age group previously neglected and promises to improve the end product by a substantial degree. A report of said program, contained herein, covers the activities during its initial two year history.

Our schools once more enjoyed a biennial period highlighted by adequate funding as a result of continued receipts of Federal funds under ESEA Title I and the special concern shown by members of the Utah State Legislature. Fiscal details are included in a latter section of this report. The schools also continued to benefit from the allotment of supplies and materials by the American Printing House for the Blind and Captioned Films for the Deaf, U.S. Office of Health, Education and Welfare. The schools were once again beneficiaries of several charitable organizations and individuals. Chief among these contributors once more was the John and Dora Lang Estate, which provided \$1,000 more to each of our two schools. These annual gifts are earmarked for the purpose of program augmentation.

The biennial period constitutes the first full two years of service by the School for the Blind principal, Dr. Robert W. Bischoff. He has rendered a commendable service, along with our able director

of educational programs and curriculum coordinator, Mrs. Ina W. Kurzhals.

For the second consecutive biennial period, student enrollment in each of the two schools remained essentially static. Any present increase in students is primarily in harmony with growth in the population of the State. For the most part, the nominal increase in population among both deaf students and blind students is being absorbed by the initiation of more programs for the handicapped on the local district level. While the overall student population holds constant in these two schools, the percentage of those students presenting additional handicaps continues to rise rather sharply, presenting ever-greater challenges to the staff.

Each school enjoys a very close relationship with our State's Office of Rehabilitation Services. During the biennium, the ORS again staffed an office on the campus of each school. This constitutes an ideal situation as it provides rehabilitation and school personnel the opportunity to remain in daily contact for the benefit of handicapped students being served by the agencies. The schools constantly look to the ORS for guidance when structuring or modifying programs.

The ongoing effort to upgrade dormitory life through better program offerings, better prepared personnel and improved facilities initiated more than ten years ago, continued through the period covered by this report. The programs in each school are directed by full-time deans of students. Dormitory counselors are generally limited to forty-hour work weeks. A model multi-purpose study-bedroom is to be developed in order to serve as a basis for future building alterations. The goal is to make group living as home-like as possible.

The State Board of Education and its staff, along with the Governor's Advisory Council to our schools, again provided close direction and sound advice. 1974 marked the retirement of long-time Advisory Council Chairman, Mrs. Vera M. Gee, after 19 years of service on the Council, the last 17 of which she served as chairman. She has left an indelible mark upon the progress of the two schools.

Special appreciation is extended to the State Board of Education, its chairman, Mr. Robert W. Wright, and its chief officers, State Superintendent Dr. Walter D. Talbot and his Deputy, Dr. Jay J. Campbell. As usual, their ready assistance was invaluable. The significant upgrading which resulted in each of the two schools during the biennial period attests to the fact that a full team effort was made. It extended all the way from the Board to persons serving students directly and constituted a hallmark in achievement for this period.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the Utah State Board of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they cannot be properly educated in the public schools, but who are otherwise mentally

and physically adequate. Preschool deaf children are admitted on a day basis only at age two and one-half. Blind children may be admitted to the kindergarten at age four and one-half.

Utah School for the Blind

Report of the Principal

Introduction

Utah became a state seventy-eight years ago in 1896. That same year the Utah School for the Blind was established. Through the years there have been many changes in the physical facility and educational program of the school. The School for the Blind and the School for the Deaf shared all facilities until 1967. At that time, the Utah School for the Blind was given the former Tuberculosis Hospital property at 742 Harrison Boulevard. On this 23-acre site, which is beautifully landscaped and tree-covered, a new school building was built in 1968. The former hospital buildings are used as a dormitory, dining room and classroom buildings.

Continual educational program development and evaluation takes place. As the enrollment changes, the program is modified. Many students are scheduled in individualized programs which are designed to meet their varying needs and capabilities. The curriculum is constantly under review and evaluation. Ongoing efforts are made to strengthen the curriculum with new instructional media appropriate for visually handicapped students.

Purpose of the School

The purpose of the School for the Blind is to provide an education for visually handicapped students. Utah's population is centered mainly in three counties. The residential school serves the rural outlying areas of the state that lack itinerant programs for the visually handicapped. In a cooperative agreement with several intermountain states, the Utah School for the Blind provides services on a tuition basis for special students who need programs not available in their home states. A limited number of students have been served during 1972-73 and 1973-74 from Alaska, Nevada and Wyoming.

The State of Utah considers the unique needs of visually handicapped students. Preschool enrollment of blind students in regular early childhood programs is encouraged. Parents are assisted in this program by the preschool counselor. Programs begin at the school for children approximately four and one-half years of age. Able students progress academically through the regular grades; basic learning skills such as reading, writing and mathematics are emphasized. Gradual integration into the public school program with a supporting teacher is encouraged. As soon as the student has become sufficiently proficient in study skills so that he can meet with success in this integrated public school program, he is enrolled. During the first year, the students are integrated for one class period per day, and as students progress the number of integrated class

periods is increased. In most instances the visually handicapped students are able to return to their respective school districts for from one to four years of high school education. Some school districts provide itinerant teachers for the visually handicapped student. These specially trained teachers assist the students in their school work. Some itinerant teachers meet from two to five times a week with their students for about an hour. The itinerant teaching service for visually handicapped students has as its main purpose the provision of instructional materials for the student in the appropriate media -- either braille, large type or tape recordings. Some very capable visually handicapped students are able to progress in the public schools without any special assistance. Their only need is educational materials.

About two-thirds of the students enrolled in the Utah School for the Blind possess some residual vision. Students vision is evaluated with a low vision test. Any student found to have sufficient residual vision receives specific individual instruction to use this vision to his maximum benefit in his educational program.

Encouraging students with residual vision to use this vision has been greatly aided by the donation of the Appolo Lasers (closed circuit television). This equipment was provided by the Utah State Ladies Elks during 1973-74. Several students were able to read inkprint material where before they had been braille students. The School for the Blind is very grateful for this equipment. Several students with residual vision have been enrolled because of a need for additional individual instruction. Students who are progressively losing vision have been introduced to braille.

An introduction to Career Education for students at the school has been provided by the State Office of Rehabilitation. An increasing number of multi-handicapped visually impaired students have been enrolled. Every effort is made to provide a stimulating, individualized, challenging educational program. Many of these multi-handicapped students come to school much earlier than in the past. This is due to early identification, referral to the school by many medical agencies. Availability of an educational program for multi-handicapped students has also encouraged early enrollment.

Personnel

CURRICULUM DIRECTOR, Mrs. Ina W. Kurzhals -- The Curriculum Director gives supervision to the educational program of the school. Individual and group educational programs are cooperatively planned with the teachers. Varying academic needs and ability groups of visually handicapped students are considered in designing the school's program.

Coordination of subject matter continuity from grade level to grade level for all educational programs is accomplished by the curriculum director. Daily lesson plans and progress is kept by each teacher. These plans are checked twice a month. Weekly discussion of the coming plans is held with each teacher. Advan-

tageous teaching methods and materials particularly suited to the education of visually handicapped students are suggested.

PARENT PRESCHOOL COUNSELOR, Mrs. Julia W. Collins -- The needs of the preschool blind children are served in Utah by this person. Responsibilities include state-wide contact with many agencies and people in an effort to locate the preschool blind child. Once identified, the child and his parents are referred to the proper agency which is available to help with the problem. The Parent Preschool Counselor counsels with parents to help them meet the child's social and educational needs. Parent workshops and institutes have been organized and conducted. The Parent Preschool Counselor meets the needs of the blind child in the nursery school setting by assisting the regular preschool teacher. Several students have entered the Utah School for the Blind much earlier than they might have through early identification and contact with the school. Early entry has helped students make more normal progress age-wise than in the past.

TEACHERS -- During the 1972-73 school year, the following were listed as members of the teaching staff at the Utah School for the Blind: Mrs. KaeLynn Anderson, Miss Jill Clark, Miss Annette Easthope, Miss Barbara Gray, Mrs. Beverly Grove, Mr. George Howell, Miss Eva Joanne Lang, Mr. Dwight C. Moore, Mr. J. Wayne Noble, Mrs. Mary Fern Peterson, Mr. Merlin Peterson, Mrs. Linda Preas, Mrs. Jean Rasmussen, Mrs. Virginia Salveson, Miss Catherine Thomas, Mrs. Blanche P. Wilson, and Mrs. Darlene Telford, Teachers' Aide.

For 1973-74 the teaching staff was as follows: Mrs. KaeLynn Anderson, Miss Jill Clark, Miss Annette Easthope, Miss Barbara Gray, Mrs. Beverly Grove, Mr. George Howell, Miss Eva Joanne Lang, Mrs. Christine Milwer, Mr. Dwight C. Moore, Mr. J. Wayne Noble, Mrs. Mary Fern Peterson, Mr. Merlin Peterson, Mrs. Linda Preas, Mrs. Jean Rasmussen, Mrs. Virginia Salveson, Miss Catherine Thomas, Mrs. Blanche P. Wilson, Mrs. Darlene Telford, Teachers' Aide, and Mrs. Jean Lazarevich, part-time Teachers' Aide.

DEAN OF STUDENTS, Mrs. Marcheta Crabb -- Organization and supervision of the dormitory are the responsibility of the dean of students. The dean, counselors, and students cooperatively plan dormitory activities. Coordination of these activities with the school program is maintained. Weekly meetings of the principal, the dean of students and the dormitory counselors are held to plan effective ways to work with students.

VOCATIONAL REHABILITATION COUNSELOR, Mr. David E. Seaich -- Rehabilitation counseling services for the visually handicapped residing in the northern half of Utah are provided by the State Office of Rehabilitation Services. This office is located in the Utah School for the Blind. This counselor attempts to introduce secondary age students to the world of work and career education

through weekly meetings. Students are encouraged to develop the desirable personality characteristics and work habits that will help them become employable. Personalized counseling and guidance service is provided. Students are guided toward using their capabilities to the optimum in planning a career education program. Assistance for students in obtaining summer and post-school job placement is provided by the Rehabilitation Counselor.

Facilities

Many excellent facilities are available on the Utah School for the Blind campus to serve the students' needs in a variety of ways. In the school building the classrooms, typing room, office suite, library, and staff conference room are of special importance to the teachers and students. A wealth of background information is provided for the teachers in the curriculum library. Many professional materials, guidebooks, professional journals relating to the Visually handicapped are available. New materials in the education of the visually handicapped are purchased upon availability. The textbook library has a wide selection of books and materials suitable for use in the classroom. All teachers are invited and encouraged to make use of these materials.

An important area of instruction for the visually handicapped student is physical fitness. The school building has a swimming pool and gymnasium that provides an area for the development of physical education and recreation for students.

The musically talented students are able to prepare for performances on the stage, in the music room and the music practice rooms. Music students from the school gain a great deal of experience singing for many groups. Local churches, civic groups and high schools extend many invitations to the music students. A number of music students have gone on to college on music scholarships.

Students are provided an opportunity to experience the problems involved in operating a business through "Geronimo's Snack Shack." Students order, buy and sell candy and other food products during the noon hour. A faculty member acts as a sponsor.

The educational program for students of all ages uses a number of areas on the campus. Several special learning stations exist in the Primary School House. In these special learning situations, specific subject instruction is emphasized. The second floor of the main dormitory building is utilized for academic and elective secondary course instruction in science, arts and crafts, and industrial arts. Cooking, sewing and home management skills are taught in the Home Economics House. Cooking with both gas and electric systems is experienced by students.

A unique and imaginative play area for younger children is provided on the creative playground. Thoughtful contributions by persons and several service clubs located in the Ogden and Salt Lake City communities have continued to enlarge the playground.

Home and social living is provided in the dormitory for the

residential students. Dormitory rooms are occupied on a double occupancy basis. Living, play and study rooms are found in the dormitory. The food service area contains pleasant kitchen and dining facilities. Near the main entrance, an office for the dean of students is maintained. Recreational activities enjoyed by the students are scheduled in the nicely decorated student social center, El Cielito.

Medical service for visually handicapped students is provided by the infirmary located on the campus of the School for the Deaf. A doctor and nursing staff are available twenty-four hours a day for students. Administration of students' medications and first aid by the medical staff is extremely proficient.

Educational Experiences

The educational program of the School for the Blind uses a wide variety of teaching methods and materials. These materials have been designed to assist learning by visually handicapped children. An exploration of the environment program is used from kindergarten through the secondary school years. One of the most effective ways to learn about the local environment has been field trips. Teachers build the necessary background for a field trip through adequate pre-study and preparation. Field trips to gardens, orchards, the Utah State Fair, a turkey farm, a sheep farm, a cattle farm, and many other places are planned for the Primary students. Types of stores, manufacturing industries and money management organizations in the community have been studied by intermediate students. Secondary students' curriculum has been enriched by field trips of a high interest nature. Field trips to several high schools, a college, a county library, a newspaper, an observatory and a museum have been taken.

1972-73 School Year

Students and faculty members were welcomed by the Student Council Officers and the Principal, Dr. Robert W. Bischoff. A challenge to make the school year a successful one was given.

During the Spring Semester of 1972 the Speech Department of Utah State University conducted a survey of the Utah School for the Blind students. The purpose of the survey was to identify students with speech deficiencies. In response to this study, a Speech Pathologist was hired. Speech therapy was begun with all students identified by the survey. As the year progressed, notable progress was made with many students. This program was established on a continuing basis.

Geronimo's Snack Shack, the school candy store, has served as a source of learning and practical experience for students. Officers were elected, candy selected and purchased, the store cleaned and advertising presented to the student body. The managers of Geronimo's Snack Shack planned a number of contests and activities throughout the year. Handling money, making change, record keeping of the earnings and understanding profit are some of the exper-



Bobby Blackner, Riley Hiatt and Kris Larson read from the Toy Book they made in school.

iences that the managers were involved with. A study of banks and types of accounts was undertaken. Geronimo's Snack Shack goal was that it would be a source of pleasure and learning for everyone during the school year.

A trip to the Utah State Fair was planned and conducted. A visit to the animals on display was very informative. Returning from the fair several classes made displays. Many animals were made - sheep, pigs, cows, rabbits, and chickens.

All dormitory students were invited to participate in a race to Lagoon. The purpose of this race was to help students build up physical stamina. An important way to build physical endurance is through running or jogging. The race was finished when the first group had completed twenty-two miles to Lagoon. This activity was to help prepare students for the Physical Education Department Decathlon competition.

Since 1972 was an election year, the Student Council members felt that a valuable project would be a Citizen's Week. Emphasis was placed on the blessings and privileges of being a citizen of the United States of America and of the Utah School for the Blind. A special assembly or activity was planned for each day; on every program the ideas of being good citizens of our school and country were stressed.

Topics that were considered and presented were: "What It Means to be a Citizen of the United States;" "Voting, A Responsibility of Citizens;" "What It Means to be a Citizen of Our School;" "Ways to be Good Citizens of the School."

The Primary Department students had some unusual experiences in learning the meaning of Thanksgiving. They learned Thanksgiving songs, stories, made costumes which depicted clothes the Pilgrims and Indians wore. They visited a turkey farm. The day before Thanksgiving, they made pumpkin pie to enjoy at the party.

Field trips to acquaint students with the Ogden Center for the Blind, the Municipal Building and the U.S. Federal Building were held. A field trip to the Morton Salt Plant was very educational about salt. The students learned that salt is farmed, harvested and then processed into many forms for use.

The Ogden Lions Club hosted the annual Christmas Party for the faculty and students of the Utah School for the Blind. Eighty-four guests attended. The faculty was introduced and several musical numbers were presented by the students. Santa Claus arrived from the North Pole and greeted everyone. Gifts were presented to the students and faculty.

A Christmas Program was presented December 21st at 2:00 PM. The band, directed by Mr. Peterson, presented a medley of Christmas carols. An original play, "The Treetop Angel," written by Mrs. Mary Fern Peterson, was presented. A surprise visit was made by Jimbo the Clown (Mr. James Chastain) during the court jester scene. At the conclusion of the program, refreshments were served by the Home Economics Cooking Classes. A surprise was the filming of parts of the performance by KSL Television, Channel 5. It was presented on the "Newsreel" portion of the 6 PM "Eye-witness News."

The Industrial Arts class had a practical project in the science classroom. An unused sink and counter were removed. The students then constructed book storage shelves from some of the salvaged lumber. The students learned many useful skills in this project. They gained a feeling of accomplishment at the completion of a useful project such as this.

The Living Skills Program has helped students make good progress in this important area of independent living. Students study care of self, care of clothing, care of room, table manners, social skills, and grooming. Students visited an appliance store, a restaurant and a general merchandise store to gain information which will help them live an independent life. Girls in the Beauty Class gained their certified operator's license by shampooing, setting, and styling their own hair and also another person's hair.

Students have continued to be integrated into Ben Lomond High School and Highland Junior High School. This year marked the introduction of daily taxi service to and from Highland Junior High School. Mrs. Blanche Wilson continues to serve as Teacher-Integrator in this vital program. Students attend from one to six classes a day.

A number of outdoor sledding afternoons were held during the winter sports season.

The Utah School for the Blind was involved in a most unusual project a good part of this school year. Soon after school started, a letter arrived from the Hadley School for the Blind in Winnetka, Illinois. The letter stated that the Hadley School for the Blind in Nairobi, Africa had set up a Braille Circulating Library for East

Africa. This library was in great need of braille literature for the educationally deprived blind students in East Africa.

Time was taken at the school to carefully check through all the books in the textbook library which were outdated and had not been used for a period of time. The books were assembled and packed by the student council. Fifty boxes of books were shipped to Africa on March 9, 1973. A very nice "thank you" letter was received June 6, 1973 from the Hadley School for the Blind, Nairobi, Kenya, Africa.

After studying the school library and the Weber County Library, a secondary class traveled to the Utah State Library for the Blind and Physically Handicapped. Many questions were prepared for the trip and answers were obtained from the staff.

During the 1972-73 school year, the Utah Ladies Elks had year long fund-raising activities, Project Sight, which were to benefit the Utah School for the Blind. They purchased an Appolo Laser (closed circuit television with three monitors) and a 1967 Ford station wagon for the school. The school was very happy to receive these gifts. Students were evaluated as to the possible use of sight for visual reading utilizing the Appolo Laser.

1973-74 School Year

The Utah School for the Blind opened with some organizational changes. The administration felt that special needs of the students enrolled could more adequately be served with the following organization: Primary, Advanced Primary, Middle School I, Middle School II, Middle School III, and Secondary.

The overall organization of the school was departmentalized. It was the intent of this school organization to help students and parents recognize the normal progression that they anticipate in school. Also greater individualization of students educational program could be arranged. The school day was increased by one period to an eight period day. Teachers have two planning periods. Students were regrouped according to ability; groups and classes were programmed to help students gain skill in deficit learning areas.

A number of students were placed in individual programs where the focus was on activities for learning rather than an academic emphasis. A faculty position in Arts and Crafts was established.

The first all school program was the "Farm Day Program." Two days of programs were centered around farmers and farms. Students studied many foods. They learned about the sources of these foods. Individual students made a report during the "Farm Day" assembly. Factual information along with samples of the food was given.

Middle School I studied about the Utah Pioneers. Two pioneer grandmothers visited the class. They told about their experiences as young girls in Utah. A visit to a pioneer museum was made.

The class had a pioneer campout on the shores of the Great Salt Lake as a culminating activity.

The Primary Department went to a farm in Morgan. The students rode ponies and learned about many kinds of equipment used on the farm.

The Christmas Season at the Utah School for the Blind was highlighted by two events. The annual Ogden Lions Christmas Party on December 4th was at the Ramada Inn. After a good dinner, the school students presented several musical numbers. Santa Claus and his helpers made a visit. Everyone had a good time. The student council sent a letter expressing their thanks for the Christmas Party to the Lions Club.

The school Christmas Program was the other event. A playlet, "If Tomorrow Never Comes," was directed by Mrs. Mary Fern Peterson. Musical numbers from all classes were part of the play. Several faculty and staff assisted in presenting the program.

Middle School II studied about the building of Boonesborough, Kentucky. A fort was built as a replica of Boonesborough.

During the snow season several sledding outings were scheduled. Most all students had a very enjoyable time at these events.

The student council set up some study rooms in the boys and girls dormitory. These rooms had braille writers, typewriters and talking book machines available for student use. The council also set up reading rooms in each division of the dormitory. Rules were made and students given responsibility for the operation of these rooms. A definite quiet time from 6 to 7 PM for study hour was set aside in the dormitory.

Several boys studied electronics during the Spring Semester. They became familiar with resistors, capacitors, transformers, diodes and coils. They learned to align a radio receiver.

On February 13th, Lilly and Emma Alexie were unexpectedly called home to Tuluksak, Alaska. Their father, Peter Alexie, was very sick and dying. Dr. Bischoff accompanied them. He returned the next day. A week later they returned to school, escorted by a BIA official. Their father passed away on February 27th. A "Quiet Day of Reverence" was observed by the school in his memory.

The Advanced Primary Class worked on a Family Book. They studied about the different members of a family.

"Spring Into March with Kindness; March Into Spring with a Smile." This was the theme of a spring project sponsored by the Student Council. Emphasis was given by all students on being kind and helpful to each other. An assembly helped focus everyone's thoughts on the theme. Several talks were given by students and the principal about our responsibility to each other and on positive thinking that can affect our life. This project had many phases and was carried through the month of March.

Middle School III studied about Australia. An assembly for the whole school was presented in April. Much information was

learned about the land from "down under."

Stanford Achievement Tests were given the last two weeks of April and the first week of May. Results show that some students are making very good progress, others are making steady gains and some need to improve their study habits. As a result of the Stanford Achievement Tests, several different classes will be scheduled next year. Students will be given additional help in an effort to build skills in learning areas.

Student Teachers

The Utah School for the Blind has continued to serve as a student teaching placement laboratory for Brigham Young University's Visually Handicapped Teacher Preparation Program. Student teachers observe and do actual teaching in the grade and subject areas of special interest to them. The Curriculum Coordinator supervises this program.

Utah State University, the University of Utah, and Weber State College schedule regular visits to the school for their special education classes. Several students have given volunteer time in working with students either in the academic area or in recreational activities. A sociology intern served a practicum for two quarters from Utah State University. Several students from Weber State College have assisted teachers on a part-time basis to gain experience in working with exceptional children.

Swimming

Certified Red Cross volunteers have continued to operate a swimming program at the school. Several hundred hours of instruction is provided for the students in this area. All students swim at least once a week. Students learn beginning, intermediate and advanced swimming skills. They advance in swimming by passing tests. This program is excellent and the volunteer service is much appreciated.

Square Dancing

Mr. Douglas Smith, an Ogden square dance caller, has given students square dance instruction at the school for three years. Mr. Smith has been very successful in instructing students. They have given many exhibitions. The BG's have three different colorful costumes for dancing. They were invited to participate in the National Square Dance Festival at the Salt Palace in Salt Lake City, Utah in 1973. Subsequently the BG's Square Dancers were invited to dance at the National Square Dance Festival in San Antonio, Texas during June of 1974.

The Utah Lions and several other civic groups raised money to send sixteen students and chaperones to the festival. The BG's were well-received and a good amount of publicity was given them. Square dance experts rate the BG's dancers as excellent. As far as is known in square dance organizations, the Utah School for the Blind BG's Square Dancers are the only all visually handicapped square



The B G Square Dancers at the National Square Dance Festival in San Antonio, Texas. Seated, l-r, Billy Schulz and Mark Ruttenbur. Center row, Robyn Hancey, Connie Neal, Julie Miller, April Longhurst, Pat Parkinson, Vickie Miller, Marianne Schmidt and Wendy Etherington. Back row, Wade Swensen, Vince Silas, Steve Yancey, David Adams, Douglas and Charlene Smith (Square Dance Instructors), Nolan Crabb and J. R. Westmoreland.

dance group in the United States.

November 27th, 1973, Mr. Carl Lappin, Director, Materials Reference Center and textbook consultant of the American Printing House for the Blind, Louisville, Kentucky, visited the Utah School for the Blind. His visit was in connection with the publication of the "Tactual Aids for Reading" which Mrs. Ina Kurzhals of our staff has authored.

Miss Hilda Caton, Research Assistant, American Printing House for the Blind, visited Utah and the School for the Blind on March 18th and 19th. Her visit was related to the guide books for teaching geographical concepts which the American Printing House for the Blind is developing for publication. These guide books are being used by the Advanced Primary and Middle School I classes.

The Utah Ladies Elks for the second year of Project Sight have provided the school with a number of valuable pieces of equipment. This equipment is as follows: optiscopes (2), skittles (2), a caboose climber, Busy Blocks (3), Up and Down Crawl-through, Crawl-through (2), Busy Boards (6). All these pieces of equipment are appreciated and will enhance the total program for the students at the School for the Blind.

During school year 1971-72, the Governor's Advisory Council to the Utah Schools for the Deaf and the Blind augmented itself with additional members for the purpose of formulating a committee to evaluate the operation of the Utah School for the Blind. A request for the study was made to the Council by the school's administration. The Council then recommended a study to the State Board of Education, which in turn commissioned the Council to conduct the study. The study committee completed its work and presented its findings and recommendations to the State Board of Education on September 8, 1972. On December 8, 1972, the State Board of Education adopted a forty-one point recommendation on policy for improving the operation of the Utah School for the Blind.

The Governor's Advisory Council met at the School for the Blind on May 14, 1974. Dr. Bischoff presented a progress report on the recommendations on policies for the Utah School for the Blind. A majority of the recommendations had been acted upon. Some recommendations were such that to be implemented, legislative action by the State Legislature would be necessary. Some recommendations have been included as increased budget requests for the 1975-76 budget. A few recommendations are beyond the scope of the School for the Blind as presented in Utah State law. Over all, the reception of the progress was excellent.

Primary Addition

In 1968 when the new school building for the Utah School for the Blind was built at 742 Harrison Boulevard, the Primary Unit (four classrooms and an activity room) was an alternate. At that time there were insufficient funds to construct the Primary Unit.

The 1972 State Legislature appropriated \$120,000 for the construction of this unit. In February 1973 bids were opened and it was found that bids were above the appropriated funds. A second bidding was held in June 1973 with many deletions to the original plans. Building costs had increased a great deal during that relatively short period of time which resulted in the bids being higher than the funds available.

The 1974 Legislature appropriated an additional \$62,000. Bids were successfully opened in February 1974. Construction was begun in April and at this writing it is anticipated that the Primary Unit will be completed and occupied during the spring of 1975.

Principal's Activities

The principal of the school, Dr. Robert W. Bischoff, serves as Utah Trustee to the American Printing House for the Blind. He also has continued to serve as Consultant for the Visually Handicapped, Department of Special Education, Utah State Department of Education. Regular meetings have been held with the Itinerant Teachers of the Visually Handicapped. Supervision of the Itinerant Teachers has been given by visits to their schools. Special materials for the visually handicapped have been ordered. Student staffings concerning place-

ment have been held. Assistance was given the Jordan School District in establishing a program for visually handicapped. The Annual APHB Quota Report registering all legally blind child residents of Utah has been completed each January and sent in for authorization of Quota funds. A number of presentations have been made to schools, colleges and universities about visually handicapped education.

A number of trips have been made to Vernal, Moab, Kanab, St. George and Cedar City screening and evaluating visually handicapped children. A number of students and potential students were identified. Available educational services for the visually handicapped student were related to educational and public health department staffs. The principal has provided consultation service and special materials to a number of school districts upon request.

Dr. Bischoff has represented the Utah School for the Blind on student staffings at Handicapped Children's Services -- Utah Division of Health. He also serves as an advisory member of the deaf-blind evaluation team.

Utah School for the Deaf

Report of the Principal

The report herein covers the 1972-73 and 1973-74 school years and is intended to present an overview of the major accomplishments at the Utah School for the Deaf. The school, as has always been the case, has the responsibility of promoting and improving education for hearing impaired children. Our services to students are intended to assist in their overall education. It is the school's objective to understand more completely the interests, abilities and attainments of our students. Increasingly, however, the Utah School for the Deaf is changing its program so that it may be of direct help to individuals. This change will enable us to assist the student in embarking upon appropriate educational programs or objectives in evaluating their progress toward their own goals for self-development. The school, therefore, is beginning to do more individualizing of programs for students rather than looking at the traditional types of programs found throughout the country. Our goal must be, and is, to facilitate the advancement of students at the school.

The aim is constantly to find new ways for educating hearing impaired children. While new ways are by no means automatically better than old, it is obvious that unless we try new approaches, we must abandon all hope for improvements. Accordingly, we have consistently involved ourselves with innovative projects and in their evaluation.

Perhaps the greatest need today is flexibility in our educational process at all levels, from preschool through our high school. We need more alternatives, more options that the individual can elect -- but those options should be subjected to rigorous examination so that the hearing impaired student is not victimized by poor programs.

Most of us find it all too easy to equate education with schooling. Increasingly, such an equation is inappropriate. Thus, the Utah School for the Deaf is equally interested in and concerned with educational programs wherever they take place; in the established residential schools, day schools, day classes, hearing public schools or in kinds of institutions that have not been looked upon as educational in nature. Moreover, our concerns extend both to academic programs and to vocational and technical areas of learning.

In brief, we want to do all we can to ensure that all our activities function to expand access to education for all our population who have a wide variety of problems.

Of tremendous importance during these two years was an evaluation made of the school by the Accreditation Division of the Utah State Board of Education. A period of three days was spent in different areas of the school. Reasons for conducting the evaluation were to solicit financial support for the acquisition of varying materials, equipment and services needed to carry out a more effective program. One charge made by the evaluation committee was for the school to look at the problems of changing procedures, of working together and of revising course offerings for more nearly meeting the needs of the students at the Utah School for the Deaf. Implementation has already begun to carry out further recommendations made by the committee for improving the school. The self-evaluation booklet is too long to fit into this brief report. Readers may obtain a copy of this report by writing either the State Board of Education or the Utah School for the Deaf.

During the last two years, considerable time has been spent by teachers and the Behavioral Management Company to assist problem children with self-management. It has been found that one of the most effective ways of handling classroom problems and of meeting the educational needs of pupils has been through the utilization of the principles of behavior management. The Behavioral Management Company has written a synopsis of the type of work undertaken for the two years. A wide spectrum of behaviors were manipulated during the two years which included attending in class, autistic responses, weight loss and enuresis. Behavior change procedures implemented in the classroom and dormitory alike. Not all the procedures were successful, and some of the successes were not as strong as they could have been. Seventy-six different studies were accomplished during this time; the majority of the studies conducted provide evidence of the power of conditioning techniques systematically applied in the educational setting. It might also be stated that a substantial number of "informal" projects were accomplished in which data were not objectively gathered, but in which the anecdotal reports of the faculty of the Utah School for the Deaf are convincing evidence of the project's success. Workshops in behavior management for both teachers and resident counselors were conducted.

Another large project undertaken during the past two years was

the collecting of data for a new booklet to be used throughout the state describing hearing impaired programs. The booklet depicts philosophies found at our school, other agencies working with hearing impaired students, general description of deafness, causes of hearing losses, assistance given in career and post-high school education and books available on the hearing impaired and the availability of such. It is hoped that this booklet on the Education of the Hearing Impaired in Utah will provide necessary assistance to the reader. As of this date, the booklet is still in its rough draft and will be off the press sometime after January of 1975.

The Utah School for the Deaf is still in the process of carrying out policies recommended by the Utah State Board of Education on December 28, 1970. Many of the recommendations have been put into effect, others are in the early developmental stages. We compliment the staff, parents and all other agencies who have cooperated in bringing about the realization of those goals.

The school is presently analyzing pre- and post-test results in an effort to measure the progress of students in the academic setting.



A science lesson is often used to reinforce language and speech skills.

One goal which is emerging for the Utah School for the Deaf is finding more effective measurements of its personnel. One strong recommendation in the next two years will be working out and emphasizing a strong accountability program, one that would have long-term and short-term dimensions. Accountability in education is future-oriented. Ultimately, we will all be held accountable for the education of hearing impaired students. We need not only to cope with the pressures of the present but also to anticipate and to move in accordance with the needs of the future. Some may say this is unreasonable, if not

impossible; it may be both. Monies need to be provided to begin ascertaining the worth of such an accountability program at the Utah School for the Deaf.

A change in the structure of the Extension Division took place during this biennium. After the first year, the administration of the Total Communication classes was separated from that of the Oral classes. Mr. Kenneth Burdett, the Total Communication Curriculum Coordinator, traveled from Ogden to Salt Lake City to supervise classes.

An interpreter for the Total Communication classes integrating at Riverview Junior High School was utilized. Miss Margot Butler, the Oral Curriculum Coordinator, continued to serve in Salt Lake City. In 1973-74, Mrs. Shirley Loomis was temporarily assigned to classes in both the Oral and Total Communication Divisions because of changes in enrollment. She was transferred to another class when another teacher was hired part-time.

In the last half of the biennium a eurhythmics teacher covered all the Total and Oral elementary classes in the Extension Division. This program has many advantages for hearing impaired children. We would expect to see improvement in many correlated areas -- speech, auditory awareness, etc.

The student evaluation system was once again reviewed and revised and a committee was formulated to study the staffing procedures of students. Dr. Jay Donaldson from the State Board of Education, Instructional Support Services, coordinated a group of curriculum coordinators, teachers, parents and adult deaf to revise staffing procedures of students used at the school. The implementation of this began in March of 1973.

A three-year experimental project entitled "Selection and Use of Custom Fit Amplification" was begun at the start of the 1973-74 school year. The teachers, Miss Glenda Collins and Mrs. Kathleen Robins, were responsible for all preschool children in the Primary Division. The program was directed by Mr. J. Boyd Nielsen and audiological services were provided by Dr. Melvin A. Nielson. The project's major objectives are: 1) to provide children with appropriate amplification (correct hearing aids for each particular child), consistent amplification (same signal all day), and continuous amplification during all waking hours; 2) to develop cognitive language, speech and listening skills to the children's fullest potentials. A report covering the conclusions of this project will be made in the next Biennial Report.

Established during this biennium was the position of a speech specialist. This assignment was taken over by Mr. Reid Miller who served both the Total Communication and Oral Departments. He resigned at the conclusion of the 1973-74 school year to accept a new position in California.

Several workshops were held for faculty members during this two-year period which proved to be very educational. Mrs. Leahea

Grammatico, Director of the Peninsula Oral School in Redwood City, California, and Doreen Pollack, Audiologist and Teacher from Porter Memorial Hospital, Denver, Colorado, conducted interesting and invaluable workshops in the areas of amplification, listening skills, language and cognitive aspects of curriculum content.

The need for upgrading our program is of great concern, both academically and vocationally, to handle the needs of the school's large multiply-handicapped population.

The position of Integration Specialist was dropped, since it was felt that the Curriculum Coordinators could better arrange and undertake that phase of the program.

A new program named Ski*Hi was initiated through the efforts of Mr. Thomas C. Clark of Utah State University and housed on the Ogden campus. The federally-funded program was designed to educate profoundly deaf infant children and their parents. Children in the program ranged in ages from birth to age 5. The overall reaction of those involved in the program has been that it has been a total success.

It is difficult to select individuals for special praise in the success of the program. Coordinated efforts from teachers, resident counselors, curriculum coordinators, media specialist, librarians and others have made the program highly concentrated and individualized and effective during this biennium. We are also grateful to the many volunteers who have devoted so much of their time and energy in making this period so successful. The Guidelines of the State Board of Education have greatly assisted in making the overall educational process easier and more fruitful for hearing impaired children.

Extension Division - - Miss Margot Butler, Curriculum Coordinator of Oral Classes

There have been four general objectives for the Extension Division this biennium.

1. To improve the quality of teaching and professional competence
 - a. A behavior modification class was provided for the entire faculty.
 - b. Several teachers took a trip to the HEAR Foundation in Pasadena, California, to learn new techniques.
 - c. Other teachers went to Colorado to the Evans School, the Colorado State School and to see other facilities and methods.
 - d. Teachers are assessing auditory equipment and two worked on informal programs assessing individual aids compared to group systems.
 - e. Each teacher also visited other classes, schools and facilities on a professional day set aside for that purpose.

Assessment: Teachers were exposed to new ideas and were interested in professional growth. This was evident in the classroom behavior and materials presented.

2. To improve and add to the interest of class activities

- a. Students participated in two overnight camp-outs:
 - 1) One to Camp Tuttle in Big Cottonwood Canyon with kind permission of the Episcopal Church of Utah, and One for the junior high students to Arches National Monument.

Teachers were most happy with the students' interest in and language from these experiences in the out-of-doors.
- b. Members of the Dental Hygienists Association of Utah visited our classes to demonstrate good dental care and donated models enough for each class or school to have one.
- c. Students from the University of Utah College of Nursing visited and nurses brought demonstrations to classes.
- d. The South Salt Lake Lady Lions also donated art materials, a Polaroid camera and cassette recorder to the school. The children are enjoying these and this kindness is greatly appreciated.
- e. Parents brought their slides of overseas trips to give children first-hand knowledge of cultures of other countries.
- f. Parents were also instrumental in inviting two optometrists to screen the vision of our children. They donated their time and we hope to avail ourselves of their skills again in the future.
- g. Students prepared for a special Parent Teacher Association program, "Rhythm and Rhyme Around the World," which added interest to their school activities. All students performed songs and dances representative of countries they had studied.
- h. The Parent Teacher Association Art Shows were a great success and gave impetus to children and teachers alike. The Parent Teacher Association gave cash awards and art materials to students and classes.
- i. The Oral preschool program has two and a half hour sessions twice a day, five days a week. During the first half of the biennium the students, in groups of four to six, spent forty-five minutes a day with a teacher of the deaf developing skills in language, speech and auditory training. During the second year of the biennium, each student spent a minimum of fifteen minutes each day in an individual tutorial situation in language skills, auditory skills, speech skills, reading readiness skills and number skills. The remainder of the session during both years was spent in a nursery school setting under the direction of a child development specialist. Emphasis was placed on a child's utilization of his residual hearing in all situations; special exercises

were designed to train the children to use their hearing in all activities; and teachers urged parents and/or agencies to provide each child with binaural hearing aids. By the end of the year, all but three children had two aids.

Assessment: Children are still talking about activities, names of visitors and can find Ecuador and other exotic places on the map because of special visitors in the classroom.

3. To involve students in normalizing activities:

- a. Students participated in activities of the school in which they were housed: assemblies, school plays, fund-raising activities, ticket collection for kidney machines and other school efforts, sports events, movies, programs, informal play -- lunch and recess, chess tournament, sewing clubs, library activities, etc.
- b. Classes participated with whole classes of hearing children in art, physical education, eurhythmics where the teacher of the deaf traded off with the regular teacher in working with the whole group.
- c. Individual students participated in normal classes where possible.
- d. One teacher of the deaf inverted the integration process by bringing in hearing students into the classroom so that he could follow the work of the hearing impaired students more closely.
- e. Hearing teachers and students visited deaf classes to introduce themselves to hearing aids and information about deafness to help the normalizing transition.
- f. Two of the Clayton Junior High students starred in important roles in the school play.
- g. Four students were graduated with the Clayton ninth grade.
- h. Students participated in school government by being classroom representatives.

Assessment: Students are learning the names of students and faculty and feel a part of the student body. Public school teachers are treating them as they treat other students and require the same standards of behavior.

1972 - 73 Salt Lake Extension Division Faculty

Vice-Principal: Charles W. Peters

Curriculum Coordinator: Margot Butler

Secretary: Karen Lundberg

Myrlene Allred (oral)	Maeser Ele.	Provo
Jay Barker (total)+	Riverview Jr.	Murray
Shirley Elliott (oral)	Morningside Ele.	Granite
Christy Emmett (oral)	St. Mark's	
Virginia Hecker (oral)	Jackson Ele.	Salt Lake

Legia Johnson (oral)	Glendale Park Ele.	Salt Lake
Sharon Kerikas (oral)	Clayton Jr.	Salt Lake
Elizabeth Kinkade (oral)	St. Mark's	
Ervin Mantle (oral)	Jackson Ele.	Salt Lake
Steven Noyce (oral)	Glendale Park Ele.	Salt Lake
Lorraine Quigley (oral)	So. Bountiful Ele.	Davis
Agapita Raneses (oral)	Morningside Ele.	Granite
B. Alyric Ray (oral)	Glendale Jr.	Salt Lake
John Schmidt (oral)	Oakridge Ele.	Granite
Jane Schoenfeld (oral)	Jackson Ele.	Salt Lake
Sue Simmons (oral)	West Kearns	Granite
Terry Ann Smith (total)*	Indian Hills Ele.	Salt Lake
	Nibley Park	
Janice Taylor (oral)	South High	Salt Lake
Laura Weaver (total)*	Indian Hills Ele.	Salt Lake
	Nibley Park	

†The school was asked to move the class to Murray.

*Class moved during the year because of the opening of the housing development and resultant influx of students to Indian Hills.

1973 - 74 Salt Lake Extension Division Faculty (Oral)

Curriculum Coordinator: Margot J. Butler

Secretary: Karen Lundberg

Janet Becker	Maeser Ele.	Provo
Christy Emmett	St. Mark's	
Virginia Hecker	Clayton Jr.	Salt Lake
Thomas Herman	Morningside Ele.	Granite
Legia Johnson	Emerson Ele.	Salt Lake
Sharon Kerikas	Beacon Hts. Ele.	Salt Lake
Shirley E. Loomis	Uintah/Emerson	
Ervin Mantle	Uintah Ele.	Salt Lake
Susan Morgan	Arcadia Ele.	Granite
Nancy Payne*	East High	Salt Lake
Lorraine Quigley	So. Bountiful Ele.	Davis
Agapita Raneses	Morningside Ele.	Granite
B. Alyric Ray	Southeast Jr.	Salt Lake
John Schmidt	Oakridge Ele.	Granite
Jane Schoenfeld	Emerson Ele.	Salt Lake
Pat Swander	St. Mark's	
Janice Taylor	Uintah Ele.	Salt Lake

*Also Eurhythmics Specialist for Salt Lake Extension Oral and Total Communication elementary students

Primary Division 1972 - 73 Aleen H. Jones, Curriculum Coordinator

The preschool class had a new innovation this year; three normal hearing children were added to the class of eight hearing impaired children, seven of whom were new to the program. It was felt that the normal hearing children aided the language growth and development of the deaf children. Activities and routines seemed to be picked

up more rapidly because the hearing children could model the behavior for the deaf children. Understanding seemed to be facilitated because the children could see the reaction of the hearing children and could attach meaning to what the teacher said more readily.

At least twice a month on Fridays, Mrs. Evelyn McNair and Miss Eleanor Quist held meetings with the parents of the preschool children. Frequently specialists were brought in to speak to the parents on various aspects of child development and the education of small deaf children. Following each meeting, each parent was assigned a special activity with their child. While the parents were carrying this out, the teachers observed and made suggestions to help them develop useful language skills and to communicate with their child.

Daddy nights were held twice during the year so that fathers could become acquainted with the program and gain help in interacting with their children. Parents also assisted in the nursery and observed the communication skills program on a regular basis.

There were two full-time Total Communication classes in the Primary Division. Miss Rita Martin was added to the staff to teach the older group, while Mrs. Jean Welling taught the younger children. The average number belonging was about seven students in each class.

Several students were transferred to the class at Dee School, making a total of twelve students under the direction of one teacher in four grade levels. To help meet the individual needs of these students, Mrs. Peggy Baker was hired as an aid to Mrs. Ruth Leigh. They worked out an excellent cooperating program with the teachers of hearing students, doing team teaching with many of those who had hearing impaired students placed in their classes.

The other teachers in the Division were assigned as follows: Miss Beth Fleming, Kindergarten; Miss Constance MacKay, Class 1A; Mr. Thomas Herman, Class 1B; Mrs. Isabelle Thatcher, Class 2; Mrs. Sue Carver, Class 3; and Mr. Duane Harrison, Class 5. Classes 1A, 1B and 3 were taught using the structured language method, while the other oral classes used the natural method of teaching.

A parent seminar was held the day before the Easter vacation in which parents were invited to visit their child's class in the morning and then to attend workshops in speech, behavior modification and care of hearing aids. A number of parents availed themselves of this opportunity.

A cooperative program with the Community Health and the Child Development classes at Weber High School brought a number of high school students to the classes of Primary Division where they assisted as aides to the teachers for an hour or more a day for several weeks. This assisted the teachers in meeting the individual needs of their students and also gave the hearing students an opportunity to learn. Several of these students became interested in deaf education as a career.

The activity program devised by Mr. Herman and Mrs. Carver for the school as a whole benefitted the Primary Division in that we had several very special movies, a program presented by Mr. Delmar



A letter from the President of the United States is something that does not happen every day.

Dixon, a magician, and monthly arts and crafts projects in the dormitories directed by the teachers.

This Division also participated in the Science Fair, the egg hunt and the field day sponsored by the Parent-Teacher Association. The Junior League Puppet Show this year was "Goldilocks" and the Dental Auxiliary also presented a puppet show. The children were recipients of two Christmas parties, one by the Lady Lions and another by the youth of the South Box Elder LDS Stake of Brigham City. We hosted a large number of visitors throughout the year. Many field trips were taken.

Oral Division (Jr. and Sr. High School) 1972 - 73 and Oral Division (Preschool through High School) 1973 - 74 J. Boyd Nielsen, Curriculum Coordinator

The Oral Division has many goals which help to shape the direction of its program. The Oral method recognizes the potential of hearing impaired students to assume their rightful position as a successful, contributing member of a hearing, speaking society. In order to obtain this goal or position in adulthood, each hearing impaired child, beginning at the preschool level, must develop functional oral communication skills. These oral skills are achieved through intensive training in speech, speechreading, oral and written language, listening skills, and through the development of cognitive and creative abilities. Appropriate amplification is continuously stressed and plays a vital part in the development of intelligible speech and linguistic competence. The constant aim is academic and social achievement through the development of effective language and speech skills.

Standardized and teacher-prepared measurements are used to evaluate student progress. At the present time there is some question about the validity or reliability of nationally standardized measurements, since they were standardized with hearing rather than hearing impaired subjects. Only in the speech area has a format been established for evaluation, but in other curriculum areas teacher prepare

their own evaluation measures. A constant effort is made to evaluate and measure student learning progress so that more effective teaching and learning take place each successive year.

Improvements have been made in many areas: 1) teachers knowledge and awareness of recent developments in electro-acoustics and amplification; 2) techniques for training children to better utilize residual hearing; 3) techniques for improving the teaching of cognitive skills; 4) training in how to trouble-shoot and conduct daily hearing aid and group amplifying system checks; 5) development of a hierarchical approach in how to teach a child how to process information auditorily; 6) rooms have been carpeted to allow a better auditory signal for students; and 7) professional discussions relative to all phases of curriculum content and new professional articles being published and current educational journals.

During the 1972-73 school year, the Oral Division was under the direction of J. Boyd Nielsen, Curriculum Coordinator. The teaching staff consisted of Mrs. Ruth Leigh and Mrs. Peggi Baker (teacher's aide) at Dee Elementary; Mrs. Susan Morgan, Miss Shirley Porter and Mr. Doug Carpenter at Central Junior High; and Mr. Bert Chaston and Mr. Robert Nelson at Ben Lomond High. The Division did not include the Primary Oral children during the 1972-73 school year.

Miss Kathleen Bak, Mrs. Karine Christopulos (half-time), Miss Rosalie Reese and Mr. Calvin Cragun did not return for the 1972-73 school year.

There were no 1973 graduates from the Oral Division.

The integration program (1972-74) was continued in the Ogden City Schools. All students had the opportunity to integrate into at least one or two classes with hearing students in addition to participating in assemblies, pep rallies, games and other activities at their respective schools. All phases of elementary education were participated in by hearing-impaired students. In junior high, students participated in the following classes: language, introduction to business, personal type, general science, biology, math, Utah history, art and gym. Junior high students also participated in extra-curricular activities: track, football, basketball, intramural volleyball, clubs, dances and assemblies. High school students participated in the following academic areas: basic grammar, basic writing, introduction to literature, 20th century history, early American history, pre-algebra, algebra I and II, general math, biology and health. A variety of vocational classes at Ben Lomond and Ogden High Schools benefitted the students; typing I and II, basic and advanced foods, bookkeeping, needlecraft, pattern design, clerical office practice, autobody repair, vocational clothing, general shop, woodshop and electricity. Cordie Fox and Cindy Wilson attended Weber State College (1972-73) in the afternoons to receive business training. High school students also enjoyed participation in many extra-curricular activities: dances, social clubs, contests, track, football and wrestling. Dixie Dawson and Melissa Penrod tried out and won a spot on the Heatherette marching team at

Ben Lomond High School.

During the 1973-74 school year some junior high students received honors. Mitch Christiansen won All City First Place in long jump and in the 880 yard relay. Robert Giles won first place in his weight class in wrestling and Doyle Page took second spot. Tracy Anderson was elected for Student Body Vice President at Central Junior High for the 1974-75 school year. Kay Ball and Chris Brown joined the pep club.

A challenging experience for both the junior and senior high students and teachers was their presentation of a Christmas program (1973) for all parents and students at the Utah School for the Deaf. The junior high students presented "The Nativity," while the high school students presented "The Gift of the Magi." There were as many hearing students who participated in the production as hearing impaired students. This proved to be a valuable socialization experience for all.

The teaching staff, preschool through high school, for the 1973-74 school year consisted of Mrs. Kathy Dabbling (half-time), Miss Glenda Collins (half-time) and Mrs. Peggi Baker (half-time) at Dee Elementary; Miss Shirley Porter at Lorin Farr Elementary; Miss Beth Fleming and Mr. Bert Chaston at Central Junior High; Mr. Steve Noyce at Ben Lomond High; Mr. Robert Nelson at Ogden High. Mr. Douglas Carpenter, Mrs. Sue Carver, Mrs. Patricia Hallock, Miss Connie MacKay, Mrs. Isabelle Thatcher and Peggi Baker (half-time) all taught primary grades on the Utah School for the Deaf campus. Mrs. Kathy Robins and Miss Glenda Collins (half-time) taught preschool. Mr. Robert Hanson taught a mixed elementary class (four oral and two total communication students) at the Edith Bowen Laboratory School at Utah State University in Logan. Mrs. Gloria Nielson served as part-time eurhythmics teacher.

Mrs. Ruth Leigh and Mrs. Susan Morgan did not return for the 1973-74 school year.

Students graduating from the Ben Lomond class of 1974 and who also took part in the Ben Lomond graduation exercises were Cordie Fox, Cindy Wilson and Glen (Corky) Sparr.

Parent education meetings, parent teacher conferences, special inner-departmental socials, assemblies, fieldtrips and programs all contributed to the children's education during the past two years. Constant effort for new ideas and teacher competencies were strived for through department meetings, conferences and workshops.

Total Communication Division - Kenneth Burdett, Curriculum Coordinator, Ogden Campus, 1972 - 73.

The student enrollment in the Total Communication Division has remained constant since the last Biennial Report. Also, it has become apparent that the incidence of multiply-handicapped deaf has increased in the Division.

As far as the curriculum was concerned, most of the teachers utilized the Utah School for the Deaf curriculums on language, reading

and speech. At times Robert's English Series and Scott, Foresman and Company's Open Highways were also used by the teachers. Addison-Wesley mathematics books have continued to be utilized in the Division. The portable science laboratory equipment came in handy when supplementing science experiments.

Five new teachers were added to the faculty. They were Miss Rita Martin, Miss Phyllis Akey, Miss Terry Smith and Miss Laura Weaver. Most of the teachers had one or more extra school activities to advise and give support to. Most active were the Student Council and Junior National Association of the Deaf. The latter had participated in the regional West Conference for Junior National Association of the Deaf chapters.



On-the-job training
is an important part
of the vocational curriculum.

The culmination of the school year 1972-73 was the graduation of the following students: Sharadee Opheikens, Carl Roberts, Lennis Roberts, Winchell Shupla, Allen Squires, Valerie Von Elm.

Ogden Campus 1973-74

Two major changes took place during the school year 1973-74. The Total Communication classes of the Extension Division were turned over to the Curriculum Coordinator of the Ogden Campus Total Communication classes, Mr. Kenneth Burdett. Also, he was given the sole responsibility of supervising the preschool through elementary program for the first time, thus unifying all grade levels in the Division.

Most of the faculty remained and five more teachers were added. The newcomers were: Mrs. Kathie Gilbertson, Mrs. Regina Ochs, Mrs. Karen Olsen, Miss Louise Wolff and Mr. Warren Keuffel. Mr. Keuffel was replaced by Mr. George Wilding after the first semester.

The teachers used basically the same curricular plans as the previous year. One special auto body workshop was given by General Motors, Fisher Body Division and it lasted six weeks for ten of our students. The popular National School Assemblies programs also offered a direct exposure to various cultures and topics of interest.

Two students graduated at the end of the school year. They were: Milton L. Salazar and Terry K. Zemp.

Mr. Kenneth C. Burdett retired after serving the Utah School for the Deaf for forty years as a teacher, coach, printer and administrator in the Total Communication Division. His services were appreciated and will be greatly missed.

Salt Lake City 1973-74

A partial integration program was in effect at Riverview Junior High School in the Murray District. A total of 11 students were integrated in such classes as physical education, home economics, mathematics and art. A full-time interpreter for the students was provided. Riverview's faculty and students were quite cooperative in making the program successful and productive. The same cooperative spirit existed at Grant Elementary School where all the self-contained classes were held for the elementary-aged deaf students.

Mrs. Barbara Bass was added to the staff on a part-time basis in February.

Speech Development Program

Implementation of the new speech curriculum began in the Fall of 1972. Mr. Reid Miller, Speech Coordinator, spent most of his time assisting teachers in completing pre-testing of students. Many teachers also received aid in their classrooms in developing the teaching techniques which accompany the curriculum. The curriculum is criterion referenced rather than norm referenced and is written in behavioral objective form. Many of the principles therein are based on the results of modern linguistics and its application to speech and language development.

During the past biennium, architectural drawings were finished for the laboratory and the bids were let. Projected starting of the necessary remodeling and construction was set for the Fall of 1974.

During the 1973-74 year, the position of Speech Coordinator was not filled. The responsibility for speech then reverted to the Curriculum Coordinators and teachers of each of the three departments.

Career Education Division - Robert Fletcher, Curriculum Coordinator

This biennium has been two years of adjustment and change for the Division of Career Education. The number of on-campus students has decreased while the number of students in off campus day programs has increased. This has necessitated a change in the program to be able to serve all the students' needs. We have re-designed the division in the following manner:

Career Education for the Primary schools is on an awareness level and is taken up individually by the self-contained classroom teacher. In junior high, students move into an exploration program. The exploration programs vary for the different program of the schools where the students attend. For example, the total communication students who attend the residential school receive two to four hours each day in vocational exploration classes. Those attending the public school junior high in Ogden receive one hour vocational exploration at the residential school and, in addition, may be integrated into

physical education, arts, crafts or home economics at the public junior high school. Students who are in the oral program in the Extension Division junior high are integrated into public school level vocational exploration classes. The total communication students are integrated with interpreters into vocational exploration classes. All Extension students are encouraged to explore one vocation each month.

The high school program is also different for the different divisions served. The high school students in the Extension Division were integrated into vocational programs and received their training along with the hearing students. In addition, they received guidance and counseling from a trained teacher of the deaf at that school. Ogden-based oral students were housed at Ogden High and Ben Lomond High Schools. They were integrated into vocational subjects at those schools. Special programs with other schools have been arranged for some students, such as welding or autobody or special business courses at Weber State College, Weber County Skill Center North, Stevens-Henager Business College and General Motors Training Center. Some oral high school students returned to the campus for special courses.

Students at the residential campus who are not anticipating college training after high school graduation are guided into vocational training programs in the campus vocational facility. They start half-day academic and half-day vocational programs at age 16 and continue until they graduate. Emphasis is placed upon development of entry level skills with encouragement of the students to go on to specialized vocational training of a post-graduate level.

Multiply handicapped students are of great concern to the school. After exploration programs are complete and aptitude tests and work evaluation are made, special individualized programs are set up. Some of the students are placed with the Weber County Sheltered Workshop for work experience and evaluation and building of work attitudes. This experience is given for a half-day or less with supervision and follow-up. Others have tailor-made programs at the residential school.

All residential students are taught independent living skills through Senior Community Living, Boys Apartment Living and Girls Apartment Living.

Our division is working very closely with the vocational rehabilitation counselor housed at the residential vocational facility. We have appreciated having his services available and readily at hand.

Staff changes have been: Leaving: Karen Robinson, Warren Keuffel, Fred Richins, Kenneth C. Burdett, Norma Moffit, Verl Jensen and Helen Lane. Additions to our staff: Mr. George Wilding in Printing, Mr. Kirk Whiting in Autobody. The division serves 47 Total Communication students and 42 Oral students in the junior high and high school levels.

Educational Media and Learning Resources

In this biennial period, the Library and Media Resource Department was served by Mr. Thomas Van Drimmelen as Media Specialist,

Mrs. Agnes Orr as Library Specialist and Mrs. Alice Harper as Media Assistant.

Captioned Films Educational Distribution Center supplied an additional 128 captioned films to our center bringing the total to 678 educational films on loan. Full-length recreational films from the same source are shown weekly.

The plans for the new Media Center are formulated and construction began in the summer of 1974. The plans embody remodeling of six classrooms into an open library area, one section to contain materials for primary students and another to contain materials needed by the high school departments. A separate area will contain the professional books and the bound periodicals. A third area is designated as the audio-visual center containing all other software other than books and periodicals. The center will also contain two offices, a library workroom, a teacher workroom and a graphics work area containing a photographic dark room.

Library and audiovisual services were extended to 17 scheduled classes on the Ogden campus, four off-campus classes in Ogden public schools, 14 classes in Salt Lake City, one in Provo and one in Logan. The off-campus classes were serviced from the central resource center by a weekly delivery service. Materials and services were provided for 60 teachers, 277 students and 9 student teachers.

The library area contains a total of 5,605 books and 9,509 other audiovisual materials. In the two year period 11,350 items were distributed to students and faculty.

Driver and Safety Education - - Glenn Peterson, Instructor

The Driver Education class at the Utah School for the Deaf is one of the most sought after classes offered on campus. Most all students have a deep desire to secure a driver's license. This program enables each student to receive classroom and on-the-road driving experiences.

The classroom offers various experiences and is above the standards required by the Utah State regulation for classroom instruction. Students learn about safety and the laws governing the operation of an automobile and the laws and regulations that control traffic on the highway. The captioned films and other audio-visual aids help them learn how to handle driving situations that each will need to cope with in actual driving.

The basic driving skills are taught in the car under almost all road conditions. This enables the student to learn and apply the rules and laws of safe driving in urban and rural areas. They are taught stopping and starting smoothly, right and left turns, "U" turns, "Y" turns and up and down hill parking. They also learn city and freeway driving and other skills necessary to become a qualified driver.

The Driver Education program was very successful with about 90 or 95 per cent of the students passing the written and driving tests and obtaining their driver's license. They are tested at the Utah Driver License Division by the State Examiners.

During this biennium, the cars were donated by Merrill Bean Chevrolet and maintained by the Utah School for the Deaf maintenance shop.

Physical Education and Athletic Programs - Jerry Taylor, Athletic Director

The Utah School for the Deaf continued to be a member of the Utah High School Activities Association. The school has been a member of the Association since 1963. As a member, the school participated in such activities as basketball, track and field, pantomime, mono-acting, cheerleader clinic, student body government and regional commercial meets. It is encouraging to see the deaf participate in social and athletic activities with hearing students.

The school discontinued participating in football in 1972 because of the small enrollment.

During the 1972-73 school year the school withdrew from basketball and football. We did not have enough deaf participants for competition with the hearing schools.

During the year 1973-74 the school began to carry on an intramural program. It gave the school more flexibility in meeting the needs of students individually. During the year, Mr. George Wilding served as new head basketball coach.

Eddie Foster, 6'5", of Moab, Utah received "Special Mention" as an outstanding freshman for his efforts at the Utah School for the Deaf by the Deaf American magazine.

1973 Basketball Scoreboard

U.S.D.	Opponent	
26	52	St. Joseph High School (Junior Varsity)
40	37	Highland Junior High
33	32	Central Junior High
43	50	Mount Ogden Junior High
47	41	Mount Ford Junior High
41	69	Members of Faculty
53	54	Golden Spike Athletic Club of the Dear
WINS -- 3 LOSSES -- 4		

Mr. Jerry R. Taylor served as head track coach during the year and Mr. George Wilding was appointed as the assistant track coach.

In the Regional Track Meet in Kamas, Utah, the Utah School for the Deaf was ninth place among the ten schools in the district. Randy Swanson of Salt Lake City and Eddie Foster of Moab were the outstanding trackmen during the year.

Miss Louise Wolff acted as the head track coach for the girls during the year. The girls participated in the Regional Track Meet in Heber City for the first time.

Mr. Jerry R. Taylor acted as instructor in the physical education program during the biennium. Students were involved in learning fundamentals and techniques for touch football, softball, archery, gymnastics, cross country and other activities.

Residential Living - - Gary Suttlemyre, Dean of Students

During this biennium great emphasis has been placed on upgrading dormitory personnel by training them to qualify for Grade 9 and by making the dormitories more attractive and livable.

In order to maintain closer contact with dormitory counselors and students and to be more accessible to parents, the Dean of Students was housed in the "Cottage" on a twenty-four hour basis. The "Cottage" was remodeled to accommodate a residency for the Dean.

A week-long behavior modification seminar was held prior to the beginning of school each year along with weekly in-service sessions for the purpose of upgrading resident counselors. The Behavior Management Company representative, Mr. Jim Northrop, was assigned to work with the resident counselors and the Dean of Students. He instructed resident counselors in behavioral modification techniques and collected and recorded data. Funds were provided to restock the "token store" in Woodbury Hall recreation area.

In order to improve the livability of the dormitories and make them more attractive, several improvements were made. Wall-to-wall carpeting was installed in all television/living rooms and in one bedroom, Room 201 of Woodbury Hall, which will be used as a model for revamping the bedrooms in the coming biennium. New draperies were installed in the spring of 1974 in Woodbury Hall and new bedspreads for the younger students were purchased. Other improvements included four parson's tables for the boyers of Woodbury and Driggs Halls, which were built by our students in the woodshop. Purchase of two colored televisions was made for the Primary dormitory and three for Woodbury Hall. One television was donated by the Ogden Area Retail Grocers' Association. Other helpful appliances were added for the students' convenience and learning/ They were a new clothes dryer for Driggs Hall, a clothes washer and two sewing machines for Woodbury Hall.

Through the kind volunteer services of the National Guard, the Tiki Room received a much needed revitalizing which included painting of the walls, cleaning and rehangng of the burlap ceiling cover, covering of pipes in the kitchen area and recovering a pool table and building in part of a counter and wall. Our maintenance department completed the plumbing and electrical work to connect the soda fountain, sink and electric grill. They also build shelves in the storage area and in the kitchen.

The apartment for boys domestic training was completed and is attractively furnished. Restrooms in the Woodbury Hall basement recreation area were also completed.

Dormitory Personnel During 1972-73 and 1973-74: Mr. Allen Anderson, Oral Primary boys; Mrs. Dorothy Anderson, Oral Primary girls; Mrs. Vida Bedell, Oral older primary and Jr. High School girls; Mrs. Omalee Richins, Total Communication High School boys; Mr. Ben Falk; Head Supervisor on weekends; Miss Phyllis Holman, Oral High School girls, Mr. Jeff Morris, Oral older primary and Jr. High School

boys; Miss Alice Muirhead, Total Communication girls; Mr. Clyde Thomas, Total Communication boys; Mr. Jerry Layne, Oral High School boys (deceased at end of school year); and Miss Lucille Nichols, Total Communication Primary girls; Mr. Allen Anderson, Oral Primary boys; Mrs. Dorothy Anderson, Oral Primary boys; Mrs. Vida Bedell, Oral Jr. High School and primary girls; Mr. Barry Critchfield, Total Communication High School boys; Mr. Clyde Thomas, Oral High School boys; Mr. Ben Falk, Head Supervisor on weekends; Miss Connie Lennberg, Oral High School girls; Mr. Mike Lutz, Oral Older primary and Jr. High School boys; Miss Elma Taylor, Total Communication High School girls; Mrs. Kathleen Thorsted, Total Communication Primary Boys; and Miss Barbara Piliero, Total Communication Primary girls.

Programs for the Multiply Handicapped - Aleen Jones, Specialist

Some of the duties of a newly created specialist position were to help teachers devise programs for multiply handicapped children at the school. Much of the time this first year (1973-74) was devoted to identification of the program and learning techniques that would be applicable to these children.

A number of tests for visual motor, perceptual abilities were collected and a number of students were tested using these tools. Many materials to alleviate some of these problems were also purchased or manufactured.

A survey was made in which teachers rated the students in their classes according to the difficulty of teaching and as to whether they showed handicaps in addition to deafness. This served as a basis for further testing and evaluation. In some instances, students who had severe problems were referred to Handicapped Children's Services of the State Division of Health for in-depth evaluation. In other instances, additional specialists were contacted to make examination and recommendations for particular students.

The specialist for Multiply Handicapped Programs pooled all the information that the school had available about students for whom teachers had questions, consulted with the teacher and discussed means of best educating the students.

A volunteer program was continued and expanded for part of the year in which students from Weber High School Child Development Classes, Community Health classes and American Problems classes spent some time at the school over a period of several weeks. These students gave a great deal of assistance in the multiply handicapped classes.

Behavior modification programs for fourteen students were worked out jointly with the Behavior Management Company and the specialist. Some of these programs dealt with behavior shaping projects, while others were aimed at programming and speeding up learning by some of the students who were very much retarded educationally due to their multiple handicaps or because of lack of opportunity to learn.



Dissecting a frog
is an educational
experience not readily
forgotten.

A series of video tapes were produced by the specialist and Mr. Thomas Van Drimmelen which illustrated the steps to be followed when using structured language for children with language learning problems. This approach, which was developed by Dr. Edna C. Monsees, has proven helpful with many students. These tapes will be kept available for teachers and student teachers to view if they wish to use the method in their teaching.

Parent Programs 1973 - 1974 - - Aleen Jones, Specialist

In 1973-74 a new specialist position was created to deal with parent relations and parent education. A survey of parent opinion was conducted at registration time, and this served as a basis for planning objectives for the year.

The school administrative staff arranged visits to the homes of most of the students who lived in outlying areas where the parents were usually unable to attend functions at the school.

An Open House was held at the school the day prior to Christmas and Easter vacations. All parents were invited to visit the school and go to their student's classes. Parents were invited to visit the school at any time during the year, as well. Parents of nursery-age children were involved in classroom activities with their child on a regular basis.

The following specialists were brought by the school to speak to parents:

- 1) Dr. Robert Sanderson, Coordinator of Services for the Deaf, Utah State Board of Education spoke on "Career Preparation and Opportunities for the Deaf," November 30, 1973, on the Ogden campus.
- 2) Mrs. Doreen Pollack, director of the Speech and Hearing Clinic of Porter Memorial Hospital in Denver, author and lecturer on the Acoupedic Method, talked on "Positive Aspects of Amplification for Deaf Children." Since she was co-sponsored by the Ski*Hi Program for Hearing Impaired Infants, as well as by the Utah School for the Deaf,

she spoke on January 24th at the University of Utah and on January 25th at the Ogden campus.

- 3) On March 19th, Mr. Marvin Sallop, Educational Director of the Upper School of the American School for the Deaf at West Hartford, Connecticut, spoke on "The Parent's Role in Language Development" at the Riverview Junior High School in Murray.
- 4) On April 25th at the Ogden campus Sister Jean Boes from St. Joseph's Institute for the Deaf in St. Louis, Missouri, spoke on "Helping Your Child Achieve Academically."

Parent-teacher conferences were held twice during the year in classes housed in public schools and once in the Spring in the residential school. Copies of the evaluation were mailed to parents who were unable to arrange to attend a conference because of the distance involved.

***A Statewide Program for Identification and Language Facilitation
for Hearing Handicapped Children - Ages Birth to Five Years -
Project SKI*HI - - Thomas Clark, Project Director***

Project Ski*Hi has been successful from its inception. Mothers of children born in any hospitals in the State of Utah complete a high risk check list at the time they complete the birth certificate. The high risk check lists are sent to Utah State Division of Health, where the forms are evaluated. Those infants that are shown "at risk" are placed on the high risk registry. When the child is six months of age, the parents are contacted by telephone. This phone call serves as a second screening device. Every parent with a child "at risk" will receive instructions and conduct screening tests. In the home, this testing procedure uses sound making devices made from materials in the home. The frequency and intensity have been standardized.

The child is next given appropriate audiological evaluations by consulting audiologists. If a hearing loss is definitely noted, the child is fitted with hearing aids provided by the project. The parent advisor takes over management with the six-week home hearing aid program, which teaches parents about the aid itself, how to manage and maintain it, and how to trouble-shoot it. Various hearing aids are tried on each child to determine the best amplification system. Regular three-month audiological evaluations were provided for each child.

At the time a hearing loss is definitely indicated, the project psychologist, Dr. J. Whorton Allen, begins to counsel and work with the parents. All parents are required to attend a series of parent group meetings supervised and conducted by the psychologist. The project psychologist also works closely with the parent advisors to provide in-service training in parent relations and to monitor the psychological status of the parents. Individual counseling is also provided.

When the parents have been oriented to the project and the home hearing aid program implemented, the home auditory program is initiated. This program teaches the parents how to "teach" the child to use his residual hearing.

- * The program begins with "teaching" auditory awareness and pro-

ceeds through the hierarchy of hearing skills. As the auditory program proceeds, it is integrated into the language program.

The home language program, under the direction of Miss Rosalie Reese, is conducted through one-hour weekly visits to the home. All project programs function for and lead to the home language program. It is through this program that the home will be made a linguistically meaningful environment enabling the child to take advantage of the optimum time for language development.

The home language program is basically an environmental approach to language development. The goal is to make the everyday activities of the home linguistically meaningful to the hearing impaired child. This is done through the parents and other family members. No attempt is made to teach language, speech, or any other communicative skill to the child, but rather to work with the parent and child so that the things the parents do in the home have language meaning for the child.

When the parent advisor makes the visit to the home, he or she demonstrates to the mother how to incorporate meaningful language into common daily activities. The mother then performs the language activities. The mother then performs the language activity with the child while the parent advisor monitors her effectiveness. At the end of these series of language activities, the mother should be using target phrases, maximum auditory input, visual clues and the desired frequency of verbal expression.

The project has developed a child growth and development scale, a language development scale and lists of target phrases for specific activities which the parent advisor uses when planning a home visit. The advisor keeps a log on each child indicating hearing aid usage, auditory skills and expressive and receptive language skills. The parent also keeps a log on the child's growth and development.

The home language program will continue as long as a need is demonstrated. It is anticipated that the program will continue on a weekly basis for about one year and then bi-weekly for as long as necessary. While the home language program is in progress, the parents and the child will receive the benefits of a language child growth and development resource person, psychological counseling and services, periodic audiological testing, ear mold fittings, hearing aid loaning service and professional assistance with their child.

Evaluation encompasses both evaluation of the parent and child, and evaluation of the total processes and products of the project. Child evaluation is accomplished through a complete battery of tests. Staffings are held every three months on each child.

At the present time, 41 children are being served throughout the State of Utah. All identified hearing impaired children in the State are receiving services. The state-wide hearing screening and identification program and part of the audiological services have been assumed by the Utah State Division of Health.

Teacher Training Program - - Dr. Grant Bitter, Coordinator

For over a decade the University of Utah and the Utah School for the Deaf have participated in a vigorous effort to prepare students to

become teachers of the hearing impaired.

With the generation of federal funds under P. L. 87-276 in 1961, preparation was made to request federal support for this educational program in the area of the deaf for the 1962-63 academic year. Approval was granted, and six students received fellowships that year to complete their undergraduate degrees. The program continued to provide degrees at the undergraduate level through the academic year 1965-66.

At the beginning of the 1966-67 academic year, it became a graduate degree program and has continued on that level to the present time with federal funding being obtained through P. L. 85-926. From 1962 to the close of the academic year 1974, eighty-five students have completed their work for the Bachelor's degree, certification, and/or Master's degree.

Graduating with certification and/or the Master of Education degree at the conclusion of the 1972-73 academic year, the following students are now involved in educational programs in the states of Utah, Idaho, Oregon, Washington, Alabama, West Virginia and Indiana: Glenda Collins, Claudia Frisby, Dale Harwood, Carmen Heath, Janet Higham, Christine Licker, Kathleen Robins, Richard Stoker, Rose Welchans.

Graduating with certification and/or the Master of Education degree at the conclusion of the 1973-74 academic year, the following students are teaching in the states of Utah, Texas, New Mexico and Kentucky: Judy Atkinson, Cindie Ercanbrack, Edward Fisher, Michal Fuller, Steven Luker, Brent Pitt, Elizabeth Vigeon.

Report of Federal Programs

By Blaine L. Seamons, Specialist, Federal Programs

During the biennium, Public Law 89-313, an amendment to the Elementary and Secondary Education Act, provided funds which were used to supplement and improve the educational programs of the Utah Schools for the Deaf and the Blind. In the first year of the biennium, a total of \$144,460 was provided to the schools from Public Law 89-313 and \$155,135 was allotted to the schools during the second year of the biennium.

NDEA, Title III funds were not made available until late in the biennium. Because all available State funds for matching the federal monies had either been spent or encumbered, the schools could not take advantage of NDEA, Title III funds.

School for the Blind - - 1972-1973

Three projects were funded at the Utah School for the Blind during the first half of the biennium. They were: 1) Coordination and Counseling for Preschool Blind; 2) Living Skills Instruction for Blind Students; and 3) Speech and Language Development for Blind Youth. Each project successfully provided direct services to students at the school.

School for the Deaf - - 1972-1973

At the School for the Deaf there were six projects funded by P. L. 89-313: 1) Behavior Management of Hearing Impaired Children; 2) Serving the Deaf through Audiovisual Instruction; 3) Repair of Auditory Equipment for Deaf Children; 4) Preschool Program for Hearing Impaired Children; 5) Providing Federal Programs for Handicapped Youth; and 6) Selection and Use of Custom Fit Amplification. It is believed that these projects made many significant services available to the hearing impaired students at the school.

School for the Deaf Extension Division - - 1972-1973

The Extension Division of the School for the Deaf offered four projects to hearing impaired children. They include: 1) Aides for Multi-handicapped and Overcrowded Classes; 2) Services to the Deaf Youth by a Secretary-Receptionist; 3) Services to Deaf Children through a Crisis Teacher; and 4) Integration of Deaf Students into Regular Classes. These projects served as a means to overcome some previously unmet needs.

School for the Blind - - 1973-1974

Projects at the School for the Blind for the year 1973-74 include: 1) Teacher Aide for Multi-handicapped Blind Students; 2) Coordination and Counseling for Preschool Blind; and 3) Living Skills Instruction for Blind Students.

School for the Deaf - - 1973-1974

During the second year of the biennium the following projects were funded at the School for the Deaf: 1) Providing Federal Programs for Handicapped Youth; 2) Behavior Management of Hearing Impaired Children; 3) Services to Deaf Children through a Crisis Teacher; and 4) Serving the Deaf through Audiovisual Instruction.

School for the Deaf Extension Division - - - 1973-1974

The projects at the Extension Division of the School for the Deaf were: 1) Preschool Program for Hearing Impaired Children; 2) Interpreter for Deaf Students in Hearing Classes; and 3) Teacher's Aide for Non-homogeneously Grouped Class.

Audiological and Psychometric Report

By Dr. Melvin A. Nielsen, Psychologist - Audiologist

During the first part of this biennial period, audiological services were available at the Utah School for the Deaf on a four-day per week basis, and for the second part of the biennial period, services were available on a full-time basis.

Services Given:

Audiological Evaluations

Ogden Campus	125
Salt Lake Extension	98
(including Logan and Provo)	
Preschool (both campuses)	27

School for the Blind (screening and testing)	97
Total	347
Hearing Aid Evaluations	
Total completed (Utah School for the Deaf)	37
Total completed (other agencies)	40
Hearing aids recommended (Utah School for the Deaf)	41
Loaner aids fitted (Utah School for the Deaf)	35
Earmolds made (Utah School for the Deaf-Phonic Ear)	150
Hearing Aid Services	
Minor repairs and maintenance (not including checks by teachers)	400
Major repairs (Utah School for the Deaf shop or factory)	178
Electro-acoustical analysis	65
Audiological Test Referrals	
From private physicians, school districts and other State agencies	91
Psychological and Achievement Testing Services	
Testing was completed by Utah School for the Deaf and other outside agencies on referral.	
Leiter and Hiskey Performance Scales	45
WISC and WAIS	57
Other special diagnostic tests	18
Referral for psychiatric evaluations	4
Achievement tests (Stanford and California)	576
Student Identification, New Admissions, Parent Counseling and In-Service Training	
During this biennial period, several counseling sessions were held with parents concerning audiological findings and hearing aid recommendations. Also, several staff conferences were held with other agencies involved with Utah School for the Deaf students con- cerning their total educational, medical and social needs.	
Parent home visits made (including new admissions)	74
State-wide trips to identify hearing impaired stu- dents (combined with State Division of Health)	9
Trips and conferences to maintain the registry of Utah's hearing impaired population	7
Staffings for deaf-blind	4
Audiology student trainees at Utah School for the Deaf	4
Lecture sessions and demonstrations concerning audiology at Utah School for the Deaf (Utah School for the Deaf staff, school districts, PTA groups, and universities)	14
Research and Projects	
Utah School for the Deaf again participated twice in data collec- tion concerning our deaf population for the "Annual Census for Hearing	

Impaired." Ten national publications have been published as a result of this project. The Utah School for the Deaf audiologist attended two week-long workshops concerning the hearing impaired.

Health Report

By Dorothea W. Lamb, R.N., Head Nurse

The Utah Schools for the Deaf and the Blind maintains an Infirmary on the Twentieth Street campus which provides twenty-four hour medical and dental care for the students. A first aid station is maintained at the School for the Blind; however, as the need arises, students are transported to the Twentieth Street campus. All students who have serious illnesses or who have had serious accidents are taken to local hospitals for treatment.

The nurse and nurse's aides work with the Medical Director, private physicians and parents, giving medication as prescribed in addition to dispensing non-prescription medicine for minor ailments.

Parents of all students who are injured or who become ill are contacted by telephone.

1972-73

1973-74

Number of parents seen on Registration Day							
Deaf	95	Blind	60	Deaf	100	Blind	55
Number of times students received medication during the year							
Deaf	5,458	Blind	7,435	Deaf	5,623	Blind	7,850
Number of times students were admitted and treated at the Infirmary							
Deaf	1,876	Blind	707	Deaf	2,194	Blind	591
Number of times students were seen by Dr. Grant H. Way, Medical Director, at the Tuesday morning clinic							
Deaf	153	Blind	91	Deaf	200	Blind	100
Number of times students were seen by a dentist for emergency treatment							
Deaf	10	Blind	2	Deaf	8	Blind	10
Number of times students received treatment at McKay-Dee Hospital Emergency Room							
Deaf	6	Blind	1	Deaf	7	Blind	3

School Tuberculosis Program

Number of students receiving x-rays							
Deaf	4	Blind	1	Deaf	1	Blind	0
Number of times students were referred to a physician other than the school physician							
Deaf	30	Blind	4	Deaf	39	Blind	4
Number of times students received physican exams required for competitive sports							
Deaf	25	Blind	10	Deaf	25	Blind	0
Number of times students received immunizations (including DPT,							

smallpox, measles and polio)							
Deaf	100	Blind	85	(no clinic)			
Number of students receiving immunizations at Influenza Clinic							
Deaf	60	Blind	50	(no clinic)			
Number of students seen in the school physician's office for emer- gency treatment							
Deaf	8	Blind	8	Deaf	11	Blind	10
Number of cases of communicable diseases isolated in the Infirmary							
Deaf	4	Blind	4	Deaf	3	Blind	5
Number of student nurses from Weber State College receiving special training							
Both Schools		60		Both Schools		69	
Number of staff members receiving tuberculosis skin tests							
Deaf	160	Blind	75	Deaf	159	Blind	50
Number of staff members referred for x-ray							
Deaf	17	Blind	9	Deaf	24	Blind	9
Number of students receiving tuberculosis skin tests							
Deaf	0	Blind	0	Deaf	17	Blind	10
Number of students referred for x-ray							
Deaf	6	Blind	0	Deaf	3	Blind	0

Report of Receipts and Expenditures

By David S. Finlinson, Business Manager

July 1, 1972 to June 30, 1973

RECEIPTS

Balance Forward from previous year	\$ 5,159.00
State Appropriation	1,343,070.00
Dedicated Credits	295,193.00
Federal Funds (Title I)	149,696.00
Federal Funds (NIH Grant)	60,000.00

TOTAL RECEIPTS	\$1,853,118.00
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DISBURSEMENTS

Salaries	\$1,348,841.00
Travel	5,194.00
Current Expenses	217,907.00
Capital Outlay	39,527.00
Ski*Hi	49,526.00

SUB TOTAL	\$1,657,995.00
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Total Transferred to Fiscal Year	
Beginning July 1, 1973	24,863.00

TOTAL REVERTED	170,260.00
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TOTAL DISBURSEMENTS	1,853,118.00
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BALANCE	\$.00
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July 1, 1973 to June 30, 1974

RECEIPTS

Balance Forward from previous year	\$ 24,863.00
State Appropriation	1,403,200.00
Dedicated Credits	299,251.00
Federal Funds (Title I)	173,818.00
Federal Funds (NIH Grant)	100,000.00

TOTAL RECEIPTS	\$2,001,132.00
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DISBURSEMENTS

Salaries	\$1,520,139.00
Travel	5,342.00
Current Expenses	241,165.00
Capital Outlay	46,176.00
Ski*Hi	112,117.00

SUB TOTAL	\$1,924,939.00
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Total Transferred to Fiscal Year

Beginning July 1, 1974	21,779.00
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TOTAL REVERTED	54,414.00
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TOTAL DISBURSEMENTS	2,001,132.00
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BALANCE	\$ 00
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Report of Food Services

School Years 1972 - 1973 and 1973 - 1974

By Richard N. Cobb, Supervisor of Food Services

During the past two years, our Food Services Division has provided the students of the Schools for the Deaf and the Blind with new and varied types of food. The staff has worked continuously to upgrade the food preparation processes and services with the chief goal being to provide more nutritious and appealing meals.

During the biennium, our food services operation began at 5:30 AM in the kitchens of each school. Breakfast was served promptly at 6:30 AM for the post-primary students and 6:50 AM for the primary group. Lunch was served for the primary and post-primary groups at 11:45 AM and noon respectively. The dinner hour began at 5:00 for the primary group and 5:15 PM for the post-primary group.

We of the Food Services staff would like to thank the Total Communication Student Council for the Christmas season and spring centerpieces that they contributed for use on the tables in the dining hall of the Twentieth Street campus. The centerpieces add much color and atmosphere to the dining areas.

<u>Fiscal</u> <u>Year</u>	<u>Student</u> <u>Enrollment</u>	<u>Equipment</u> <u>and Supplies</u>	<u>Surplus</u> <u>Commodities</u>	<u>Food</u>
1972-73	215	1,160.61	3,497.00	34,708.00
1973-74	227	499.61	2,998.00	45,248.76

<u>Fiscal</u> <u>Year</u>	<u>Salaries</u>	<u>Total</u> <u>Expenditures</u>	<u>Total</u> <u>Meals</u>	<u>Cost</u> <u>Per Meal</u>	<u>Cost per</u> <u>Student</u>
1972-73	47,708.00	87,064.61	112,932	.77	404.95
1973-74	50,859.76	99,606.07	97,852	1.02	438.79

Report of Alterations, Repairs and Improvements

By Angus Blaylock, Superintendent of Buildings and Grounds

School for the Deaf - - Twentieth Street Campus

- *Constructed electronic repair shop within Maintenance Shop
- *Constructed security tool room, Maintenance Shop
- *Constructed paint mixing and preparation room, Maintenance Shop
- *Relocated compressor, Maintenance Shop
- *Excavated, graded and installed new sewer line from Maintenance Shop to main sewer line, complete with sewer manhole
- *Installed underground hot and cold water lines from Boiler House to Maintenance Shop
- *Installed two electrical conduits from Maintenance Shop to Boiler House
- *Installed two large underground electrical conduits from Main Electrical Vault to Food Service Building - one for three-phase power and one for single-phase power
- *Removed and stored sod from proposed parking lot for future use in new landscaping and parking lot project
- *Removed paving and gravel from old parking lot and installed top soil and sod saved from previous project
- *Removed 1,000 feet of cement sidewalk in preparation for landscaping and parking lot project
- *Installed top soil and sod in area 500 feet long where sidewalks were removed
- *Removed and salvaged metal flagpole for future use in project
- *Painted inside of main boiler plant
- *Repaired insulation on boilers and overhead steam lines
- *Lowered ceilings and installed new accoustic tile in five rooms, including upstairs apartment, Food Services Building
- *Rebuilt surplus commercial food mixer, Food Services, received from Surplus Property
- *Installed new master heating control system, Driggs Hall dormitory
- *Rebuilt present thermostats and pneumatic heat control valves, Driggs Hall dormitory
- *Installed teletype communication system for deaf students between Driggs and Woodbury Halls
- *Remodeled basement area to provide restrooms and laundry area, Woodbury Hall basement
- *Installed pair of metal basement doors from recreation area to outside, Woodbury Hall
- *Installed new automatic clothes washer, Woodbury Hall basement
- *Installed new washer, Driggs Hall basement
- *Remodeled and constructed new apartment for Home Living training project,

Woodbury Hall

- *Cleaned and installed new roof drains where necessary, Woodbury Hall
- *Purchased and installed master heat control motorized valve and outside sensor heat control, Woodbury Hall
- *Installed inside heat sensor control for Driggs Hall
- *Installed new radiator control valves, Woodbury Hall
- *Installed new cabinet doors on existing cabinets in three living rooms, Woodbury Hall
- *Purchased extra-heavy steel tubing and constructed water heater shells for Boiler House and Woodbury Hall to solve continuous rusting problems
- *Rebuilt electric clothes dryer for Woodbury Hall
- *Remodeled basement laundry and sewing rooms, raising pipes and wiring to allow higher ceilings, Superintendent's Residence
- *Installed new ceilings and floor tile, Superintendent's Residence
- *Re-wired basement and installed breaker panel, Superintendent's Residence
- *Purchased and installed shower door, Superintendent's Residence
- *Installed carpet in bathroom, Superintendent's Residence
- *Overhauled thermostats and radiator valves, Superintendent's Residence
- *Purchased motorized valve and installed outside sensor and time clock to control and conserve heat, Industrial Arts Building
- *Re-piped steam valve to allow control for heating system, Industrial Arts Building
- *Re-piped steam to building water heating system to bypass thermostat heat control system, Industrial Arts Building
- *Excavated trench and installed four conduits from new air conditioning compressor to control room, then cemented and filled trench, Industrial Arts Building
- *Poured cement slab for air conditioning compressor and installed safety fence around new compressor purchased and installed on contract, Industrial Arts Building
- *Purchased and installed tempered safety glass in outside doors, Woodbury Hall and Industrial Arts Building
- *Installed electrical supply for table saw in Wood Shop, Industrial Arts Building
- *Installed safety barrier fence on overhead storage area, Metal Shop, Industrial Arts Building
- *Installed cabinet doors, hardware, locks, etc., Auto Body Tool Room, Industrial Arts Building
- *Purchased and installed new larger overhead heater, Welding Shop, Industrial Arts Building
- *Installed cabinets, panelled and re-finished divided sections for student project storage, Arts and Crafts Room, Industrial Arts Building
- *Changed and remodeled work tables for more efficient usage, Arts and Crafts Room, Industrial Arts Building
- *Rearranged and remodeled counter tables, Tailoring Shop, Industrial Arts Building
- *Furnished and installed new overhead electrical door operator wiring on Industrial Arts Building (operator furnished on contract)
- *Installed electrical wiring for new paint shaker, Industrial Arts Building

- *Remodeled kitchen and storage area and installed new soda fountain received from Surplus Property, complete with electricity, plumbing and refrigeration, Tiki Room
- *Removed and salvaged all useable material and equipment from construction areas, Primary Building and Administration Building, in preparation for construction of Media Center area on contract
- *Installed electrical convenience outlets in various areas as needed, Administration Building
- *Re-designed motor and controls for paper cutter, Print Shop, Industrial Arts Building

School for the Blind - - Harrison Boulevard Campus

- *Completely rebuilt and painted Ford station wagon donated
- *Purchased and installed snow blower on Jacobson utility tractor
- *Re-routed and designed additional lawn sprinkling systems in several areas
- *Constructed brick planter, ran electric lines and controls for new campus sign
- *Finished wood door at First Aid area
- *Removed acre of sod and stored for future use where new Primary Unit was to be built
- *Purchased and installed new overhead garage door and enclosed area, Principal's Residence
- *Excavated area and constructed new 20' x 30' patio, Principal's Residence
- *Bricked fire box in coal boiler
- *Constructed cement partitions and door, coal bin area, to increase coal storage capacity, Boiler Plant
- *Painted outside of El Celito and Primary Buildings
- *Painted ten dorm rooms and several halls, Main Dormitory
- *Installed new automatic heat controls for eight zones, Main Dormitory
- *Purchased and installed two pairs of automatic washers and dryers, Main Dormitory
- *Installed washers and driers, Home Economics Building and Main Dormitory
- *Furnished and installed new screens, Home Economics Building
- *Installed dutch doors, kitchen, El Celito
- *Installed new surplus compressor in freezer and changed to F12 refrigerant, Main Kitchen
- *Removed old oven and grill unit and installed new surplus electric grill, Main Kitchen
- *Excavated area, constructed 150 lineal feet of sidewalks and installed sprinkling system west of instruction area by Main Dormitory
- *Removed 300 sq. ft. paving and replaced with topsoil; seeded area west of Dining Room
- *Placed original curb and gutter in new location to complete project west of classroom area, Main Dormitory
- *Furnished and installed two cabinets, Music Room, Classroom Building
- *Lined ceilings and walls of Music Practice Room, Classroom Building, with accoustic tile
- *Constructed shelves on two walls and painted same plus room, Storage Room off stage

*Furnished and installed tackboard and rack for musical instruments, Music Room, Classroom Building

Both Campuses

- *Painted all flashings and all ungravelled roofs
- *Installed two-way radio communication system between Maintenance Shop and mobile truck unit complete with antennas
- *Installed new heavy duty engine and transmission in Dodge school bus
- *Constructed and installed dumping truck bed complete with heavy duty springs on present three-quarter ton Ford truck
- *Re-built front end, including brakes, steering, etc., on Ford Econoline pick-up truck received from Surplus Property
- *Re-designed surplus mobile gas driven air compressor and installed new surplus engine in same
- *Designed and constructed two turf vehicles for carrying sprinkler heads, tools, etc., for groundsman
- *Installed twelve volt electrical system in International truck
- *Installed new state-owned water softeners, Main Boiler Plant, Superintendent's Residence and School for the Blind Boiler House
- *Installed 200 three-wire grounding type convenience outlets for safety purposes in various buildings
- *Constructed and installed belt-gear and machine guards on 23 machines for safety

Pupil Statistics for 1972 - 1973 School Year

AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	GRAND TOTAL
2	2	3	5	0	0	0	5
3	7	5	12	0	0	0	12
4	13	4	17	1	0	1	18
5	11	5	16	3	1	4	20
6	17	19	36	0	1	1	37
7	21	23	44	0	0	0	44
8	7	3	10	2	1	3	13
9	12	2	14	4	5	9	23
10	2	7	9	3	4	7	16
11	9	6	15	3	4	7	22
12	7	6	13	5	3	8	21
13	11	10	21	0	3	3	24
14	4	11	15	4	2	6	21
15	6	7	13	1	2	3	16
16	8	5	13	0	5	5	18
17	5	5	10	1	1	2	12
18	6	6	12	2	5	7	19
19	3	0	3	1	1	2	5
20	3	2	5	0	2	2	7
21	1	0	1	0	0	0	1
22	0	0	0	0	0	0	0
	155	129	284	30	40	70	354

Pupil Statistics for 1973 - 1974 School Year

AGE	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	GRAND TOTAL
2	5	3	8	0	0	0	8
3	6	4	10	0	0	0	10
4	9	6	15	2	0	2	17
5	15	5	20	4	1	5	25
6	10	4	14	4	1	5	19
7	21	18	39	0	1	1	40
8	20	25	45	0	0	0	45
9	9	2	11	3	3	6	17
10	10	2	12	4	5	9	21
11	4	6	10	3	2	5	15
12	8	6	14	2	5	7	21
13	8	5	13	5	3	8	21
14	12	9	21	1	2	3	24
15	5	11	16	2	2	4	20
16	6	7	13	0	2	2	15
17	7	5	12	0	5	5	17
18	4	5	9	0	1	1	10
19	7	2	9	2	6	6	15
20	0	0	0	0	2	2	2
21	0	1	1	0	2	2	3
22	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	167	126	293	32	41	73	366

1972 - 1973

DEAF

BLIND

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
NUMBER OF GRADUATES	4	2	5	0	0	0
		DEAF			BLIND	
Number of Withdrawals		34			13	
Number of New Entries		39			10	
Number of Students at End of Year		260			68	

1973 - 1974

DEAF

BLIND

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
NUMBER OF GRADUATES	3	2	5	0	0	0
		DEAF			BLIND	
Number of Withdrawals		35			13	
Number of New Entries		46			15	
Number of Students at End of Year		262			72	

Students Terminated From the Schools

School for the Blind -- 1972 - 1973

NAME	ENTER.	TERM.	CAUSE
Crabb, Nolan	8-27-62	6- 1-73	To enter public school
Crusor, Carol Jean	8-29-67	6- 1-73	To enter public school
Larson, Bradley	9-11-72	11-15-72	School's request
Miller, Tammy	8-25-64	6- 1-73	To enter public school
Nanninga, Ruby	4- 1-72	6- 1-73	To enter public school
Ostberg, Carla	10- 5-70	5-29-72	To enter public school
Peterson, Creg	8-25-70	1-29-73	To enter public school
Sains, Rhonda	8-28-72	6- 1-73	Moved out of state
Tenison, Arvil	12- 3-63	6- 1-73	Adult Blind program
Toothaker, Robert	2-28-72	6- 1-73	Moved out of state
Trujillo, Richard	8-24-71	6- 1-73	Voluntarily withdrew
Warren, James	11-30-71	6- 1-73	To enter public school
Westmoreland, James	8-27-62	6- 1-73	To enter public school

School Year -- 1972 - 1973

NAME	ENTER.	TERM.	CAUSE
Allen, Lynn	8-28-72	5-31-73	Moved out of state
Asay, Arlyn	11-15-72	1-19-73	To enter public school
Ash, Adam	2- 2-70	5-31-73	To enter public school
Atwood, Tammy	1-24-66	5-31-73	To enter public school
Brewer, Roquel	1-23-67	3-19-73	Moved out of state
Carter, Shirley	8-26-69	5-31-73	Moved out of state
Cook, Jennifer	2-22-73	5-31-73	Moved out of state
Corbett, Susan	8-27-68	5-31-73	To enter public school
Dahl, Carolyn	2- 5-70	5-31-73	To enter public school
Deathrage, Rosemary	9- 5-72	11-19-72	To enter public school
Dietz, Julia	8-28-73	5-31-73	To enter private school
Everett, Vickie	8-28-62	10-27-72	To be married
Fields, Linda	4-24-72	3- 9-73	Moved out of state
Gardner, Robbie	8-26-69	5-31-73	To enter public school
Glass, Mavis	9-12-72	11- 6-72	Returned to California
Hansen, David	8-27-68	3- 6-73	To enter public school
Hansen, Greg W.	8-27-68	5-31-73	To enter public school
Hatch, Kenneth	8-29-67	1- 9-73	Moved out of state
Hinds, Kevin	8-30-61	5-31-73	To enter public school
Jacobs, Tina	8-27-68	5-31-73	Moved out of state
Jones, Brent	8-25-71	10-31-72	Dropped out
Lewis, Lori	8-27-68	5-31-73	To enter public school
Robinson, Roger	8-27-68	5-31-73	To enter public school
Schoemig, William	8-27-68	5-31-73	Moved
Stotts, Cathy	8-25-71	5-31-73	To enter public school
Trimble, Celeste	1-25-71	1-31-73	Transportation problems
Williams, Holly	8-27-68	5-31-73	To enter public school
Young, Abram	9- 3-68	5-31-73	To enter public school

Students Terminated from the Schools
School for the Blind -- 1973 - 1974

NAME	ENTER.	TERM.	CAUSE
Anderson, Darlene	9-24-73	5-29-74	To enter college
Butler, Travis	8-28-72	5-29-74	Moved out of state
Davis, Jamie	9-27-73	3-15-74	Moved out of state
Deiningner, Laura	8-26-63	5-29-74	Graduated from public sch
Dennis, Michael	8-28-73	1- 6-74	Boluntarily withdrew
Etherington, Wendy	8-21-61	5-29-74	To enter public school
Mattinson, Julie	8-29-67	5-29-74	To enter public school
Miller, Julie Ann	8-24-71	5-29-74	To enter public school
Miller, Vickie	8-25-70	5-29-74	To enter public school
Reid, Nancy	9- -58	5-29-74	Adult Blind program
Savage, Vikki	9-13-71	5-29-74	Moved out of state
Silas, Vincent	1-26-60	5-29-74	To enter public school
Smith, Archie	5-16-73	11- 9-73	To enter public school

School for the Deaf -- 1973 - 1974

NAME	ENTER.	TERM.	CAUSE
Allison, Michael	9- 5-73	6- 6-74	Transferred to Idaho
Allred, David	8-29-67	5-30-74	To enter public school
Anderson, Darrell	8-30-71	11-20-73	Moved out of state
Anderson, Jan Marie	8-26-70	2- 5-74	Moved
Anderson, Lori	8-26-63	5-30-74	To enter public school
Boehmer, Keith	8-31-65	5-30-74	To enter public school
Boyle, James	8-27-73	5-30-74	Stayed home
Castleton, Michael	8-30-71	6- 6-74	To enter public school
Christy, Donald	1-29-69	6- 6-74	Transferred to California
Clark, Mary Lou	8-30-61	9-17-73	To enter public school
Evans, Amy	8-27-68	6- 6-74	To enter public school
Everett, Kemper	8-28-62	12-21-73	Moved out of state
Foster(Bussone), Fred	9- 4-73	11- 1-73	Returned to Nevada
Gregg, Gary	11- 7-66	12-21-73	Remained at home
Hansen(Carter), Greg	3-30-69	5-30-74	To enter public school
Hornecker, David	8-25-71	12-21-73	Moved
Hovey, Candace	8-27-68	6- 6-74	To enter public school
Johnson, Mark	2-20-73	2- 1-74	Moved out of state
Judge, Ricky	9-10-73	12-14-73	Moved out of state
Kimber, Susan	8-25-71	5-30-74	To enter public school
Kline, Greg	10-16-72	5-30-74	To enter parochial school
Laycock, Brent	9- 4-73	11-21-73	Moved out of state
Leishman, Natalie	8-27-73	12-21-73	To enter private school
Maki, Mark	1- 8-74	6- 6-74	Returned to Minnesota
Mears, Melanie	10-13-70	6- 6-74	To enter public school
Olson, Robin	8-27-68	6- 6-74	To enter public school
Opheikens, Craig	8-28-61	5-30-74	Dropped out
Palmer, Mont	11- 1-66	6- 6-74	To enter public school
Parker, Terrie	11-28-73	3-29-74	Moved
Penrod, Melissa	8-28-62	5-30-74	To enter public school

Peterson, Melinda	8-25-64	5-30-74	To enter public school
Redmond, Carey Lee	11- 1-66	6- 6-74	To enter public school
Rice, David	3-12-73	5-30-74	Transferred to Kansas
Richins, Mark	8-26-69	5-30-74	To enter public school
Sargent, Mike	9-15-71	5-30-74	To enter public school
Sheehan, David	4-23-73	12-21-73	Moved out of state
Sheriff, Richard	8-26-64	6- 6-74	To enter special program
Skoglund, John	8-27-68	6- 6-74	To enter public school
Slaughter, Robyn	8-27-68	6- 6-74	To enter public school
Smith, Gary	1-31-72	12-21-73	Moved out of state
Snedeger, Lewis	8-26-70	3-14-74	To enter public school
Spradling, David	11-11-69	5-30-74	To enter public school
Tuckett, Cindy	8-29-67	5-30-74	To enter public school
Vuyk, Christina	9-13-72	6- 6-74	To enter public school
Warr, Shannon	2- 7-72	6- 6-74	To enter public school
Webb, Holly	11- 1-66	6- 6-74	To enter public school
Webb, Tracy	8-26-69	6- 6-74	To enter public school
Yensen, Shane	4-30-73	11-21-73	Moved out of state
Young, Abram	9- 3-68	5-31-73	To enter public school

**Students Enrolled in the School for the Blind
School Year 1972-1973**

Alexie, Emma - Alaska	Martin, Cynthia Ann - Layton
Alexie, Lilly - Alaska	Mattinson, Julie - Pleasant Grove
Bowman, Ronnie - Salt Lake City	Maxwell, Kathy - Clearfield
Butler, Travis - Salt Lake City	Miller, Julie Ann - Orem
Clapier, Karen - Ogden	Miller, Tammy - Orem
Crabb, Nolan - North Ogden	Miller, Vickie - Orem
Cruser, Carol Jean - Ogden	Nanninga, Ruby - Logan
Deiningner, Laura - Ogden	Neal, Connie - Ogden
Dunham, Rhonda - Ogden	Orchard, Christene - Ogden
Etherington, Wendy - Layton	Padley, Lori Ann - Bountiful
Fernandez, Kathy - Wyoming	Parkinson, Patricia - Grantsville
Hall, David - Ogden	Peterson, Creg - Salt Lake City
Hancey, Barry - Salt Lake City	Queep, Beverly - Nevada
Hancey, Robyn - Salt Lake City	Rasmussen, Richard - Murray
Hardman, Cyle - Mendon	Reid, Nancy - St. John
Holladay, Linda Rae - Murray	Rosenbaum, Shawn - Ogden
Jaensch, Cindy - Bountiful	Ruttenbur, Mark - Woods Cross
Jensen, JoAnn - Kearns	Sains, Rhonda - Ogden
Jensen, John - Salt Lake City	Sanchez, Tammy - Salt Lake City
Jenkins, Valerie - Wyoming	Savage, Vikki - Salt Lake City
Jeppson, Scott - American Fork	Schmidt, Lisa - Ogden
Jones, Val - Ogden	Schmidt, Marianne - Ogden
Lamie, Nancy - Salt Lake City	Schoppmann, Stephanie - Nevada
Larsen, Kris - Ogden	Sealock, Richard - Nevada
Larson, Bradley - Nevada	Shaw, Tommy - Vernal
Locke, Mary Lee - Ogden	Schulz, Billy Ray - Aurora
Longhurst, April - Brigham City	Silas, Vincent - Nevada
Lopez, Paula - Salt Lake City	Sinai, Ann - Nevada

Smith, Elaine - Layton
 Smith, Rodney - Nevada
 Swasey, Blaine - Sandy
 Swenson, Wade - Logan
 Telford, Brenda - Morgan
 Telford, Lane - Morgan
 Tenison, Arvil - Ogden

Thompson, Debra - Wyoming
 Toothaker, Robert - Ogden
 Trujillo, Richard - Salt Lake City
 Van Driel, Richard - Ogden
 Warren, James - Kearns
 Westmoreland, James - Ogden
 Yancey, Steven - Bountiful

***Student Enrolled in the School for the Deaf
 School Year -- 1972-1973***

OGDEN CAMPUS

Adair, Jimmy - Ogden
 Aitken, James - Eureka
 Aldridge, Bruce - Vernal
 Allen, Lynn - Ogden
 Allred, David - Ogden
 Anderson, Dennis - Kearns
 Anderson, Lori - Bountiful
 Anderson, Tracy - Price
 Anderton, Nord - Draper
 Arave, Stephanie - Logan
 Atkinson, Chad - Brigham City
 Bair, David - Lehi
 Ball, Kay Lynne - Ogden
 Barker, Darren - Tooele
 Bennett, Shane - American Fork
 Boehmer, Keith - Vernal
 Brady, Donald - Nevada
 Brewer, Kelly - Nevada
 Brooks, Jerry - Nevada
 Brown, Christine - Ogden
 Bryner, Mark - Ogden
 Burgess, Frank - Ogden
 Butcher, Wesley - Salt Lake City
 Campbell, Rosemary - Orem
 Carter, Shirley - Ogden
 Chock, Kevin - California
 Chournos, Shane - Tremonton
 Christensen, Evelyn - Oak City
 Christiansen, Mitch - Salt Lake City
 Cochran, Donald - Roy
 Cook, Jennifer - Ogden
 Cook, Pamela - Roosevelt
 Coombs, Steven - Ogden
 Crawford, Loretta - Nevada
 Crompton, Brent - Ogden
 Calpias, Rodney - Ogden
 Dawson, Dixie - Hooper
 Dietz, Julie - Brigham City

Edgington, Angela - Ogden
 Eggers, Evelyn - Roosevelt
 Eggers, Fred - Roosevelt
 Eliason, Thomas - Hill AFB
 Ercanbrack, Heidi - Ogden
 Ercanbrack, Michael - Ogden
 Everett, Kemper - Price
 Everett, Vicki - Price
 Fields, Linda - Nevada
 Foster, Eddie - Moab
 Fox, Cordie - Kearns
 Fox, Rosemary - Kearns
 France, Brett - Ogden
 Frederickson, Ben - Huntsville
 Frew, Cindy - Ogden
 Garcia, Jamie - Sandy
 Giles, Bobby - Pleasant Grove
 Gould, David - Clinton
 Gray, Douglas - Nevada
 Guterrez, Marie - Layton
 Hackley, Danette - Morgan
 Hadfield, Kathy - Brigham City
 Hanberg, Sherri - Duchesne
 Hansen, Craig - Salt Lake City
 Hansen, Lynda Rae - Brigham City
 Harrop, Troy - Ogden
 Hatch, Kenneth - Bountiful
 Hermansen, David - Bountiful
 Hodges, Shaunna - Nevada
 Holt, Mary Ruth - Kamas
 Hornecker, David - Wyoming
 Hunt, Julie - Magna
 Jacobs, Nina - Ogden
 Jenkins, Jim - Nephi
 Jeppesen, Barbara - Corinne
 Johnson, Scott - Orem
 Johnston, Connie - Ogden
 Jolley, Audrey - Antimony
 Jones, Brent - Tabiona

Jones, Darrin - Pleasant Grove
 Jorgenson, Wendy - Sunset
 Kelson, K.C. - Ogden
 Kerr, Jeffrie - Roy
 Kimber, Susan - West Point
 Kimbrel, Julie - Salt Lake City
 Kinner, Deanne - Ogden
 Kline, Gregg - Ogden
 Lein, Patrick - Nevada
 Lyman, Walter - Roy
 Mankin, Rex - Ogden
 Martinez, Sherrie - Wyoming
 McCann, Shelly - Sunset
 McCree, Cory - Ogden
 McCree, Leon - Ogden
 Meagher, Anthony - Nevada
 Middleton, Kathleen - Morgan
 Midkiff, Jeffrey - Layton
 Newton, Scott - Ogden
 Olsen, Edward - Altonah
 Opheikens, Craig - Ogden
 Opheikens, Sheradee - Ogden
 Pace, Shane - Payson
 Page, Doyle - Logan
 Penrod, Melissa - Mayfield
 Phillips, Mitchell - Ogden
 Piccinini, Russell - Nevada
 Piliero, Joseph - Ogden
 Pitkin, Lorrie - Logan
 Ponton, Jennifer - Myton
 Rice, David - Nevada
 Richins, Mark - Ogden
 Roberts, Carl - Lehi
 Roberts, Lennis - Ogden
 Rockwood, Wade - Layton
 Romero, Steve - Lark
 Salazar, Milton - Ogden
 Sanders, John - Ogden
 Sargent, Michael - Roy
 Schmitt, Nancy Kay - Nevada
 Sheehan, David - Nevada
 Shupla, Robert - Ogden
 Shupla, Winchell - Ogden
 Sjith, Laird - Roy
 Smith, V. Douglas - Granger
 Snedeger, Lewis - Tooele
 Sparr, Glen "Corky" - Ogden
 Spradling, David - Tooele
 Squires, Allen - Ogden

Stevens, Todd - Salt Lake City
 Stohel, Michael - Salt Lake City
 Stotts, Catherine - Hill AFB
 Stratton, John - Cedar City
 Stromness, Sally - Salt Lake City
 Swanson, Randy - Salt Lake City
 Tanner, Lorie - American Fork
 Taveapont, LaLisa - Whiterocks
 Terry, Cindy - Ogden
 Thomas, James - Grantsville
 Thornley, Michael - Sandy
 Tovey, Brenda - Orem
 Tuckett, Cindy - Layton
 Van Housen, Randy - Ogden
 Vlahos, Gina - Ogden
 Von Elm, Valerie - Salt Lake City
 Wetchie, Neomi - Wyoming
 Williams, Tony - Salt Lake City
 Wilson, Cindy - Pleasant Grove
 Wiltshire, Veldon - Circleville
 Wood, Dana - Salt Lake City
 Yee, Betty - Ogden
 Yensen, Gary Shane - Millville
 Young, Abraham - Woods Cross
 Zemp, Terry - Orem

EXTENSION DIVISION

Allen, Todd - Sandy
 Anderson, Darrell - Kearns
 Anderson, Jan Marie - Kearns
 Asay, Arlyn - Sandy
 Ash, Fredric Adam - Sandy
 Atwood, Tammy - Kearns
 Barker, Kenneth - Salt Lake City
 Behunin, Lisa - West Jordan
 Bishop, Suzanne - Salt Lake City
 Black, Lawrence - Kearns
 Blosser, Jane - Bountiful
 Bolin, Kathleen - Salt Lake City
 Bosshardt, Lillian - South Jordan
 Brewer, Roquel - Salt Lake City
 Broadwater, Shelly - Salt Lake City
 Brown, Kim - Bountiful
 Brubaker, Danny - No. Salt Lake
 Brubaker, Joyce - No. Salt Lake
 Cantu, Brian - Salt Lake City
 Castleton, Michael - Salt Lake City
 Christy, Donald - Salt Lake City
 Clark, Cynthia - Murray

Clark, Mary Lou - Kearns	McComie, Lisa - Bountiful
Colebrook, Wendy - Salt Lake City	Mears, Melanie - Salt Lake City
Corbett, Susan - Salt Lake City	Metcalf, Brent - Salt Lake City
Crouch, Lon - Payson	Millet, Angela - Salt Lake City
Crowder, Laurie - Salt Lake City	Monsen, Lyle - Midvale
Curtis, Michael - Woods Cross	Morrison, Carol - Salt Lake City
Dahl, Carolyn - Salt Lake City	Mortensen, Kristi - Murray
Davis, Alvin - Sandy	Nelson, Sylina - Sandy
Deathrage, Rosemary - Salt Lake City	Nelson, Thad - Springville
Dent, Lorayne - Salt Lake City	Nielsen, Layne - Kearns
Dillingham, Weston - Spanish Fork	Nielson, Cindee - Salt Lake City
Edelen, Ted - Salt Lake City	Offe, Tommy - Salt Lake City
Ekenstam, Toni - Tooele	Olsen, Robyn - Granger
Evans, Amy - Salt Lake City	Orton, Dayna - Salt Lake City
Fife, Michael - Salt Lake City	Oscarson, Richard - Kearns
Foy, Claudia - Salt Lake City	Oswald, Bradley - Granger
Gardner, Robert - Salt Lake City	Owens, Layne - Midvale
Garner, Sherry - Salt Lake City	Palmer, Mont - Riverton
Garrett, Derek - Midvale	Parry, Calvin - Salt Lake City
Gates, Lynn - Salt Lake City	Pitt, David - Murray
Gilbert, Marnie - Granger	Poe, Joleen - Salt Lake City
Glass, Mavis - Salt Lake City	Redmond, Carey - Bountiful
Graham, Steven - West Jordan	Richards, Lisa - Salt Lake City
Gregg, Gary - Salt Lake City	Ridgley, Apryl - Midvale
Hancock, Joseph - Salt Lake City	Ringwood, Cindy - Salt Lake City
Hanks, Jeff - Salt Lake City	Roberts, Kyler - Salt Lake City
Hansen, David - Salt Lake City	Robinson, Norman - Salt Lake City
Hansen, Greg - Salt Lake City	Robinson, Roger - Salt Lake City
Hansen, Gregory W. - Granger	Row, Shayne - West Jordan
Hansen, Suzanne - Salt Lake City	Rudd, Glen - Salt Lake City
Haslam, Patrick - Kearns	Ruflin, Todd - Salt Lake City
Haws, Ruth Ann - Salt Lake City	Sandberg, Neil - Salt Lake City
Heinrich, Ronald - Salt Lake City	Schoemig, Billy - No. Salt Lake
Hendrickson, Susan - Salt Lake City	Schulthies, Brad - Woods Cross
Hepner, Karen - Murray	Schwab, Dalene - Salt Lake City
Hinds, Kevin - Salt Lake City	Sealey, Lisa - Salt Lake City
Hodges, Richard - Salt Lake City	Sellers, Toy Ann - Bountiful
Hovey, Candace - Riverton	Sheriff, Richard - Sandy
Huffman, Debra - Tooele	Sibson, Wallace - Salt Lake City
Ivie, Kathy - Murray	Siteman, Brett - Salt Lake City
Johnson, Coleen - Salt Lake City	Skoglund, John - Salt Lake City
Johnson, Mark - Bountiful	Slaughter, Robin - Granger
Kimball, Roxanne - Salt Lake City	Smith, Gary - Salt Lake City
King, Danny - West Jordan	Smith, Kimberle - Salt Lake City
Krause, Jessie Jo - Salt Lake City	Stephenson, Heather - Provo
Lafeen, Bart - Murray	Stewart, Sari - Salt Lake City
Lafeen, Cary - Murray	Stroud, Daniel - Salt Lake City
Lewis, Lorelee - Midvale	Thompson, Albert - Salt Lake City
Love, Lise - Salt Lake City	Trimble, Celeste - West Jordan

Vuyk, Kristina - Salt Lake City
Wagstaff, Christopher - Amer. Fork
Wahlberg, Kimberlee - Salt Lake City
Warr, Shannon - Bountiful
Webb, Holly - Draper
Webb, Tracy - Salt Lake City
Wentworth, Paul - Midvale

Williams, Holly - Salt Lake City
Williams, Karen - Woods Cross
Williams, Jan - Granger
Williams, Penny - Granger
Woodcox, Robbie - Lehi
Wright, Kirby - Salt Lake City

***Students Enrolled in the School for the Blind
School Year -- 1973 - 1974***

Abeyta, Robert - Salt Lake City
Adams, David - Murray
Alexie, Emma - Alaska
Alexie, Lilly - Alaska
Allgier, Kim - Salt Lake City
Anderson, Darlene - Ogden
Blackner, Robert - Kaysville
Bowman, Ronnie - Salt Lake City
Brooks, Michael - Wyoming
Butler, Travis - Salt Lake City
Clapier, Karen - Ogden
Davis, Jamie - Ogden
Deininger, Laura - Ogden
Dennis, Michael - Price
Dunham, Rhonda - Ogden
Etherington, Wendy - Layton
Florence, Trent - Ogden
Fernandez, Kathy - Wyoming
Frandsen, Peter - Kearns
Hall, David - Ogden
Hancey, Barry - Salt Lake City
Hancey, Robyn - Salt Lake City
Hardman, Cyle - Mendon
Henderson, Theresa - Nevada
Hiatt, Riley - Moab
Holladay, Linda Rae - Murray
Jaensch, Cindy - Bountiful
Jenkins, Valerie - Wyoming
Jensen, JoAnn - Kearns
Jensen, John - Salt Lake City
Jeppson, Scott - American Fork
Jones, Val - Ogden
Kendrick, Jolene - Ogden
Lamie, Nancy - Salt Lake City
Larsen, Kris - Ogden
Locke, Mary Lee - Ogden

Longhurst, April - Brigham City
Lopez, Paula - Salt Lake City
Martin, Cynthia Ann - Layton
Mattinson, Julie - Pleasant Grove
Maxwell, Kathy - Clearfield
Miller, Julie Ann - Orem
Miller, Vickie - Orem
Neal, Connie - Ogden
Orchard, Christene - Ogden
Padley, Lori Ann - Bountiful
Parkinson, Patricia - Grantsville
Queep, Beverly - Nevada
Rasmussen, Richard - Murray
Reid, Nancy - St. John
Rosenbaum, Shawn - Ogden
Ruttenbur, Mark - Woods Cross
Sanchez, Tammy - Salt Lake City
Savage, Vikki - Salt Lake City
Schmidt, Lisa - Ogden
Schmidt, Marianne - Ogden
Schoppmann, Stephanie - Nevada
Sealock, Richard - Nevada
Shaw, Tom - Vernal
Schulz, Billy - Aurora
Silas, Vincent - Nevada
Sinai, Ann - Nevada
Smith, Archie - Clearfield
Smith, Elaine - Layton
Smith, Rodney - Nevada
Sundbeck, Lyn Dee - Bountiful
Swasey, Blaine - Sandy
Swenson, Wade - Logan
Telford, Brenda - Morgan
Telford, Lane - Morgan
Thompson, Debra - Wyoming
Van Driel, Richard - Ogden
Yancey, Steven - Bountiful

Student Enrolled in the School for the Deaf
School Year -- 1973 - 1974

OGDEN CAMPUS

Adair, Jimmy - Ogden
Aitken, James - Eureka
Aldridge, Bruce - Vernal
Allison, Michael - Salt Lake City
Allred, David - Ogden
Anderson, Darrel - Kearns
Anderson, Dennis - Kearns
Anderson, Lori - Bountiful
Anderson, Tracy - Price
Anderton, Nord - Draper
Arave, Stephanie - Logan
Atkinson, Chad - Brigham City
Bair, David - Lehi
Ball, Kay Lynne - Ogden
Bennett, Shane - Sandy
Boehmer, Keith - Vernal
Boone, June Ann - Syracuse
Boyle, James - Wyoming
Brady, Donald - Nevada
Brewer, Kelly - Nevada
Brooks, Jerry - Nevada
Brown, Christine - Ogden
Bryner, Mark - Ogden
Burgess, Frank - Ogden
Butcher, Wesley - Salt Lake City
Campbell, Rosemary - Orem
Chock, Kevin - California
Chournos, Shane - Brigham City
Christensen, Evelyn - Oak City
Christiansen, Mitch - Salt Lake City
Cochran, Donald - Roy
Cochran, Lisa - Roy
Coombs, Steven - Ogden
Crawford, Loretta - Nevada
Crompton, Brent - Ogden
Cummens, Bret - Kaysville
Dalpiaz, Rodney - Ogden
Dawson, Dixie - Hooper
Dodd, Martin - Nevada
Edgington, Angela - Ogden
Eggers, Evelyn - Roosevelt
Eggers, Fred - Roosevelt
Ekenstam, Toni - Tooele
Ercanbrack, Heidi - Ogden
Ercanbrack, Michael - Ogden

Everett, Kemper - Ogden
Foster, Eddie - Moab
Foster (Bussone), Fred - Nevada
Fox, Cordie - Kearns
Fox, Rosemary - Kearns
France, Brett - Ogden
Frederickson, Ben - Huntsville
Frew, Cindy Lee - Ogden
Garcia, Jamie - Sandy
Gilbert, Marnie - Salt Lake City
Giles, Bobby - Pleasant Grove
Gould, David - Clinton
Gray, Douglas - Nevada
Gutierrez, Marie - Layton
Hackley, Danette - Morgan
Hadfield, Kathy - Brigham City
Hansen, Craig - Salt Lake City
Hansen, Lynda - Brigham City
Harrop, Troy - Ogden
Hermansen, David - Bountiful
Hodges, Shaunna - Nevada
Holt, Mary Ruth - Kamas
Hornecker, David - Wyoming
Hunt, Julie - Magna
Jacobs, Brenda - Bountiful
Jenkins, Jim - Nephi
Jeppesen, Barbara - Corinne
Johnson, Tony - Salt Lake City
Johnson, Scott - Orem
Johnston, Connie - Ogden
Jolley, Audrey - Antimony
Jones, Darrin - Pleasant Grove
Jorgenson, Wendy - Sunset
Judge, Ricky - Price
Keeney, Tony - Nevada
Kelson, K.C. - Ogden
Kerr, Jeffrie - Roy
Kimber, Susan - West Point
Kimbrel, Julie - Salt Lake City
Kinner, Deanne - Ogden
Kline, Gregg - Ogden
Lein, Patrick - Nevada
Leishman, Natalie - Ogden
Leonard, Adrian - Ogden
Lopez, Doreen - Hill AFB
Lyman, Walter - Roy
Mankin, Rex - Ogden

Martinez, Doris - Wyoming
 Martinez, Sherrie - Wyoming
 McCann, Shelly - Sunset
 McCree, Cory - Ogden
 McCree, Leon - Ogden
 Meagher, Anthony - Nevada
 Metcalf, Brent - Salt Lake City
 Middleton, Kathleen - Morgan
 Midkiff, Jeffrey - Layton
 Morrison, Carol - Salt Lake City
 Newton, Scott - Ogden
 Olsen, Edward - Altonah
 Opheikens, Craig - Ogden
 Pace, Kimberlee - Fruitland
 Pace, Shane - Payson
 Page, Doyle - Logan
 Parry, Calvin - Salt Lake City
 Penrod, Melissa - Pleasant Grove
 Peterson, Melinda - Mayfield
 Phillips, Mitchell - Ogden
 Piccinini, Russell - Nevada
 Piliero, Joseph - Ogden
 Pitkin, Lorrie - Logan
 Ponton, Jennifer - Myton
 Rice, David - Nevada
 Richins, Mark - Ogden
 Roach, Michael - Ogden
 Rocco, Raena - Sunset
 Rockwood, Wade - Layton
 Romero, Steve - Lark
 Ross, Mark - Nevada
 Salazar, Milton - Ogden
 Sanders, John - Ogden
 Sargent, Michael - Roy
 Schmitt, Nancy - Nevada
 Schwab, Dalene - Salt Lake City
 Sheehan, David - Nevada
 Shupla, Robert - Ogden
 Smith, Laird - Roy
 Smith, Doug - Granger
 Smith, Walter - Ogden
 Snedeger, Lewis - Tooele
 Sparr, Glen "Corky" - Ogden
 Spradling, David - Magna
 Sternhagen, Dawn - Ogden
 Stevens, Todd - Salt Lake City
 Stohel, Michael - Salt Lake City
 Stratton, John - Cedar City
 Stromness, Sally - Salt Lake City

Swanson, Randy - Salt Lake City
 Tanner, Lorie - American Fork
 Taveapont, LaLisa - Whiterocks
 Terry, Cindy - Ogden
 Thomas, James - Grantsville
 Thornley, Michael - Sandy
 Tovey, Brenda - Orem
 Tuckett, Cindy - Layton
 Tuckett, Pam - Layton
 Van Housen, Randy - Ogden
 Vlahos, Gina - Ogden
 Werner, Ben - Nevada
 Wetchie, Neomi - Wyoming
 Wilson, Cindy - Pleasant Grove
 Wiltshire, Veldon - Circleville
 Wood, Dana - Salt Lake City
 Wright, Kirby - Salt Lake City
 Yee, Betty - Ogden
 Yensen, Gary Shane - Farmington
 Zemp, Terry - Orem

EXTENSION DIVISION

Allen, Todd - Sandy
 Anderson, Darrell - Kearns
 Anderson, Jan Marie - Kearns
 Bacon, Yulania - Salt Lake City
 Baer, Lisa - Smithfield
 Barker, Kenneth - Salt Lake City
 Barr, Shauna - Logan
 Behunin, Lisa - West Jordan
 Bird, Adren - Salt Lake City
 Bishop, Suzanne - Salt Lake City
 Black, Lawrence - Kearns
 Black, Willard - Kearns
 Blosser, Jane - Bountiful
 Bolin, Kathy - Salt Lake City
 Bosshardt, Lillian - Riberton
 Broadwater, Shelly - Salt Lake City
 Brown, Kim - Bountiful
 Brubaker, Danny - No. Salt Lake
 Brubaker, Joyce - No. Salt Lake
 Castleton, Michael - Sandy
 Cantu, Brian - Salt Lake City
 Christy, Donald - Salt Lake City
 Clark, Cynthia - Murray
 Clark, Mary Lou - Kearns
 Colebrook, Wendy - Salt Lake City
 Crouch, Lon - Payson
 Crowder, Laurie - Salt Lake City

Curtis, Michael - Woods Cross
Davis, Alvin - Sandy
Dent, Lorayne - Salt Lake City
DeWaal, Tiffany - Woods Cross
Dillingham, Weston - Spanish Fork
Dimick, Jared Shane - Salt Lake City
Downing, Wendy - Salt Lake City
Edelen, Ted - Salt Lake City
Evans, Amy - Salt Lake City
Feliciano, Robert - Granger
Fife, Michael - Salt Lake City
Foy, Claudia Marie - Salt Lake City
Garner, Sherry - Salt Lake City
Garrett, Derek - Midvale
Gates, Lynn - Taylorsville
Graham, Steven - West Jordan
Gregg, Gary - Salt Lake City
Grow, Steven - Deweyville
Hanberg, Sherri - Duchesne
Hancock, Joseph - Salt Lake City
Hanks, Jeff - Salt Lake City
Hansen, Greg - Salt Lake City
Hansen, Suzanne - Salt Lake City
Haslam, Pat - Kearns
Haws, Ruth Ann - Salt Lake City
Heinrich, Ronald - Salt Lake City
Hendrickson, Susan - Murray
Hepner, Karen - Murray
Hodges, Richard - Salt Lake City
Hovey, Candace - Riverton
Huffman, Debra - Tooele
Ivie, Kathy - Murray
Johnson, Coleen - Salt Lake City
Johnson, Mark - Bountiful
Karren, Cheri Lyn - Bountiful
Kelly, Greg - Salt Lake City
Kimball, Roxanne - Granger
King, Danny - West Jordan
Krause, Jessie Jo - Salt Lake City
Lafeen, Bart - Murray
Lafeen, Cary - Murray
Laycock, Brent - Salt Lake City
LeBeau, Gerold - Midvale
Love, Lise - Salt Lake City
Maki, Mark - Granger
Mathis, Dan - Midvale
McComie, Lisa - Bountiful
Mears, Melanie - Salt Lake City

Millet, Angela - Salt Lake City
Monsen, Lyle - Granger
Mortensen, Kristi - Murray
Mower, Pamela - Salt Lake City
Nelson, Sylina - Sandy
Nelson, Thad - Springville
Nielsen, Layne - Kearns
Nielsen, Cindee - Salt Lake City
Offe, Tommy - Salt Lake City
Olsen, Robyn - Granger
Orton, Dayna - Salt Lake City
Oscarson, Richard - Kearns
Oswald, Bradley - Granger
Owens, Layne - Midvale
Packard, Lisa Ann - Salt Lake City
Palmer, Mont - Riverton
Parker, Terrie - Sandy
Pitt, David - Murray
Poe, Joleen - Salt Lake City
Redmond, Carey - Bountiful
Rheinkraut, David - Millville
Richards, Lisa - Salt Lake City
Ridgley, Apryl - Sandy
Ringwood, Cindy - Salt Lake City
Roberts, Kyler - Salt Lake City
Robinson, Norman - Salt Lake City
Robinson, Roger - Salt Lake City
Row, Shayne - West Jordan
Rudd, Glen - Salt Lake City
Rufin, Robert - Salt Lake City
Saltern, Jerry - Logan
Sandberg, Neil - Salt Lake City
Schulthies, Brad - Woods Cross
Sealey, Lisa - Salt Lake City
Sellers, Toy Ann - Bountiful
Sheriff, Richard - Sandy
Sibson, Wallace - Salt Lake City
Siteman, Brett - Salt Lake City
Skoglund, John - Salt Lake City
Slaughter, Robin - Granger
Smith, Gary - Salt Lake City
Smith, Kimberle - Salt Lake City
Smith, V. Douglas - Granger
Stephenson, Heather - Provo
Stewart, Sari - Salt Lake City
Stroud, Daniel - Salt Lake City
Thompson, Albert - Salt Lake City
Trimble, Celeste - West Jordan

Vuyk, Kristina - Salt Lake City	Weeks, Celia - Logan
Wagstaff, Christopher - Amer. Fork	Wentworth, Paul - Midvale
Wahlberg, Kimberlee - Salt Lake City	Williams, Karen - Woods Cross
Warr, Shannon - Bountiful	Williams, Jan - Granger
Webb, Holly - Draper	Williams, Penny - Granger
Webb, Tracy - Salt Lake City	Woodcox, Robbie - Lehi

ADMINISTRATIVE OFFICERS

Henry C. White, <i>Principal</i>	1884-1889
Frank W. Metcalf, <i>Superintendent</i>	1889-1901
Frank M. Driggs, <i>Superintendent</i>	1901-1941
G. Oscar Russell, <i>Superintendent</i>	1941-1942
Boyd E. Nelson, <i>Superintendent</i>	1942-1954
Harold W. Green, <i>Superintendent</i>	1954-1959
Robert W. Tegeder, <i>Superintendent</i>	1959-



PRINCIPALS

<i>School for the Deaf</i>		<i>School for the Blind</i>	
Max W. Woodbury	1941-1947	Guy J. Marchisio	1945-1947
David M. Welling	1947-1957	Harold W. Green	1947-1954
Robert W. Tegeder	1957-1959	R. Paul Thompson	1954-1965
Fony Christopulos	1959-	Donald H. Edwards	1966-1970
		Robert W. Bischoff	1972-

